

Engaging Students in the Anchor Mission of the University:

A Mixed-Methods Study Utilizing the Delphi Method

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Dedications

This dissertation is lovingly dedicated to my first child, who has accompanied me on this journey for the last 35 weeks and will (very) soon make her worldly debut. Your dad and I cannot wait to meet you, little one.

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Abstract

Engaging Students in the Anchor Mission of the University:

A Mixed-Methods Study Utilizing the Delphi Method

Jennifer Johnson Kebea

Chairperson: Dr. Kristen Betts

Institutions of higher education (IHEs) have a responsibility to educate students to be knowledgeable, responsible, and participatory citizens in society. IHEs also have a responsibility to consider themselves citizens within society and serve as anchor institutions within their local communities. An increasing number of IHEs recognize these discrete commitments as central to the role of higher education. However, few IHEs maximize the complementarity of these responsibilities and acknowledge that the dual concepts are inextricably linked. This mixed-methods study aimed to develop a strategic framework in which IHEs serving as anchor institutions can facilitate civic learning and democratic engagement by involving students in the institution's anchor mission. This mixed-methods study utilized an explanatory sequential design. Research methods included a three-round Delphi study featuring a panel of 29 national higher education experts, and two focus groups comprised of nine engaged students at Drexel University. Results of the Delphi study shaped an emergent framework comprised of 36 engagement items across five key areas that articulate how IHEs can involve students in their anchor strategies. All items included in the framework ranked as having potential positive impact on student civic learning and democratic engagement. Students offered their feedback on the framework and its possible implementation at their institution. Implications of this

research include the potential for IHEs to consider critically both how they serve as anchor institutions within their local communities and how they can enhance civic learning and democratic engagement by intentionally involving students in their institutions' anchor strategies.

SIGNATURE PAGE

This Dissertation Committee for Drexel University certifies that this is the approved
version of the following dissertation:

**ENGAGING STUDENTS IN THE ANCHOR MISSION OF THE UNIVERSITY:
A MIXED-METHODS STUDY UTILIZING THE DELPHI METHOD**

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Chapter 1: Introduction to the Research

Introduction to the Problem

Higher education in the United States has long been called to embrace the public purpose and responsibility of developing students to become active participants in society (American Association of Colleges & Universities [AAC&U], 2012; Boyer, 1990; Saltmarsh & Hartley, 2011; Saltmarsh, Hartley, & Clayton, 2009). Today, this call-to-action is referred to as *civic learning and democratic engagement*. Together, the concepts of civic learning and democratic engagement indicate the mechanism by which students learn the tenets of active, participatory, and reciprocal citizenship. This concept has been gaining traction at a growing number of institutions of higher education (IHEs). In fact, 361 IHEs have accepted this charge, as evidenced by the total number of IHEs that had successfully received the elective Carnegie Community Engagement Classification as of 2015 (Saltmarsh & Driscoll, 2015). Even after embracing this charge, though, many IHEs continue to fall short in producing citizens prepared to address society's most complex and pressing problems. This failing is demonstrated by plummeting civic health scores shared by the National Task Force on Civic Learning and Democratic Engagement (AAC&U, 2012).

Civic health in the United States is on the decline. According to the national report *A Crucible Moment: College Learning and Democracy's Future*, national civic health indicators point to the declining strength of American communities and social infrastructure (AAC&U, 2012). Civic health indicators include metrics such as rates of voter participation, communication with public officials, and opportunities for civic education in both K-12 and college settings. Nearly all of these indicators have seen a

marked decline over the last two decades (AAC&U, 2012). This decline is particularly visible among American youth – one two-year civic literacy study involving more than 28,000 college seniors revealed a failing average score (Intercollegiate Studies Institute, 2007).

The Millennials Civic Health Index, published by the National Conference on Citizenship (NCC; 2014), indicates that civic engagement for young people ages 18-29 is vastly dissimilar to the engagement of previous generations. While lauded for their increased rates of volunteerism, millennials participate far less often in other traditional forms of engagement, such as discussing current events, participating in community groups, or building relationships with neighbors, all which foster social cohesion and civic knowledge. However, millennials are far more likely to engage within their communities in less direct ways, including through social media (NCC, 2014). This trend of disengagement is troubling and adds to the argument that IHEs have a responsibility to educate students about the tenets of responsible citizenship (AAC&U, 2012; Saltmarsh et al., 2009; Saltmarsh & Hartley, 2011). It also illuminates the need for IHEs to examine their own institutional practices in terms of how they interact with, partner with, and support their local communities.

IHEs have an obligation to demonstrate qualities of responsible citizenship towards the communities in which they operate (Saltmarsh & Hartley, 2011). As “anchors” in their communities, IHEs have tremendous opportunity to align knowledge, human, and economic resources locally to create jobs, procure large quantities of goods and services, develop real estate, and share university resources with the community (Hahn, Coonerty, & Peaslee, 2003). The term “anchor institution” is used nationally to

describe a university's, or other large permanent organization's, long-term place-based strategic role within the community (Dubb, McKinley, & Howard, 2013). Thus, IHEs have the opportunity to be actively engaged in the overall wellbeing of their surrounding community through a critical anchor strategy.

Dubb et al. (2013) define anchor strategy as “a mission developed to address tenacious community challenges, and implemented to permeate an institution's culture and change the way it does business” (p. 1). An institution's anchor strategy, when co-developed alongside community stakeholders (Dubb et al., 2013), represents an example of democratic engagement that exemplifies the concept of reciprocity (Saltmarsh et al., 2009). Lagemann and Lewis (2012) underscore the vast potential of student involvement in anchor strategy by highlighting IHEs' obligation to teach students not only through curriculum, but through exposure to all aspects of the university. Jacoby (2015) contends that “as students become more aware of the potential impact of university investments in their communities, they can seek to leverage administrative action to promote the kinds of community investments that would most benefit residents and local business” (p. 270). However, there is limited research available on the incorporation of students into a university's anchor strategy. The majority of existing research focuses only on institutional practices and measurements as anchors.

To measure how IHEs are serving as anchor institutions within their communities, several IHEs have piloted an Anchor Dashboard developed by The Democracy Collaborative (Dubb, 2015). The Democracy Collaborative is a national research organization recognized for its work on anchor strategy and community wealth-building. Their vision challenges traditional concepts in economic development and promotes

strategies that stabilize communities. The Anchor Dashboard organizes anchor strategy for IHEs into the following five taxonomies (Dubb, 2015):

1. Anchor mission alignment,
2. Economic development,
3. Community building,
4. Education, and
5. Health, safety, and the environment.

While the Anchor Dashboard provides critical measures for these five taxonomies, it does not provide any measures for student involvement in the overall anchor strategy.

Statement of the Problem

The problem examined in this research study was the absence of a framework designed to identify ways for IHEs to intentionally involve students in their anchor strategies. The absence of a framework presented a problem because universities have a dual role and responsibility to serve as both civic educators of students (AAC&U, 2012) and as anchor institutions within the community (Dubb et al., 2013), yet these concepts had never been formally connected in research or practice. The inclusion of student voice and student participation are largely absent from the anchor strategies of IHEs across the nation (Guinan, McKinley, & Yi, 2013). This misalignment ultimately denies students a rich opportunity for civic learning and democratic engagement.

Purpose and Significance

The purpose of this mixed-methods study was two-fold. First, the purpose was to develop a strategic framework through which IHEs, serving as anchor institutions, can facilitate civic learning and democratic engagement by involving students in the

institution's anchor mission. Second, this study aimed to ensure that the developed framework presents customizable and sustainable engagement strategies in which diverse IHEs can articulate how best to involve students in their individual institutions' anchor strategies.

The study is significant because it connects three important community engagement concepts: (a) civic learning, (b) democratic engagement, and (c) anchor institution strategy. Prior to this study, no framework existed within the literature or professional practice that intentionally connected these concepts. The absence of synthesis between these three concepts prevents college students from fully realizing the opportunity to enhance both their civic learning and democratic engagement through participation in their institutions' anchor strategies. It also limits institutions and communities from utilizing students' diverse voices and contributions within their anchor strategies. Therefore, this research study developed a framework that expands the five taxonomies in the Anchor Dashboard to integrate student involvement in the overall IHE anchor strategy. This framework's development through a Delphi study and student focus groups provides a roadmap for IHEs to strategically and intentionally engage their students in their institutions' anchor work, ultimately creating a broader network of IHEs to jointly invest in the interrelated concepts of anchor strategy, civic learning, and democratic engagement.

Research Questions

This mixed-methods study examined how IHEs can involve students in anchor strategy in support of civic learning and democratic engagement. The following four research questions guided the study:

1. How can IHEs intentionally involve students in the anchor strategy of the institution to foster enhanced student civic learning and democratic engagement?
2. In what ways are IHEs currently involving students in the anchor strategy of institutions?
3. How can students be integrated into each of the five engagement taxonomies presented in the Anchor Dashboard?
4. What are the barriers to involving students in the anchor work of the university?

Conceptual Framework

Researcher Stances and Experiential Base

This study assumed a dialectical pragmatic knowledge claim. A pragmatic knowledge claim is well-suited “to mixed-methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research” (Creswell, 2014, p. 11). Pragmatist researchers view the research question as paramount. Therefore, research methods are selected based on the ability of the chosen methods to answer the posed research question (Bloomberg & Volpe, 2012). More specifically, dialectical pragmatism implies “a dynamic back-and-forth listening to multiple perspectives and multiple forms of data” (Johnson & Christensen, 2014, p. 32). In this study, dialectical pragmatism connected well with the inclusive and iterative nature of the chosen methodology.

In support of a dialectical pragmatic knowledge claim, the researcher utilized a mixed-methods design, drawing upon both the Delphi method and focus group data-

collection techniques. By utilizing both quantitative and qualitative approaches, the researcher was able to collect input from diverse individuals from across the United States with expertise related to civic learning, democratic engagement, and anchor institution strategy, as well as from students currently engaged in their IHEs' anchor practices.

Conceptual Framework

The conceptual framework for this research began with higher education's dual public purpose to (a) educate students to be civically engaged (AAC&U, 2012; Saltmarsh & Hartley, 2011; Saltmarsh et al., 2009), and (b) to serve as anchor institutions (Dubb et al., 2013). The following three research streams informed this ideology: (a) civic learning and (b) democratic engagement, as defined by the National Task Force on Civic Learning and Democratic Engagement (AAC&U, 2012), and (c) anchor institution strategy, as defined by The Democracy Collaborative's Anchor Dashboard (Dubb et al., 2013).

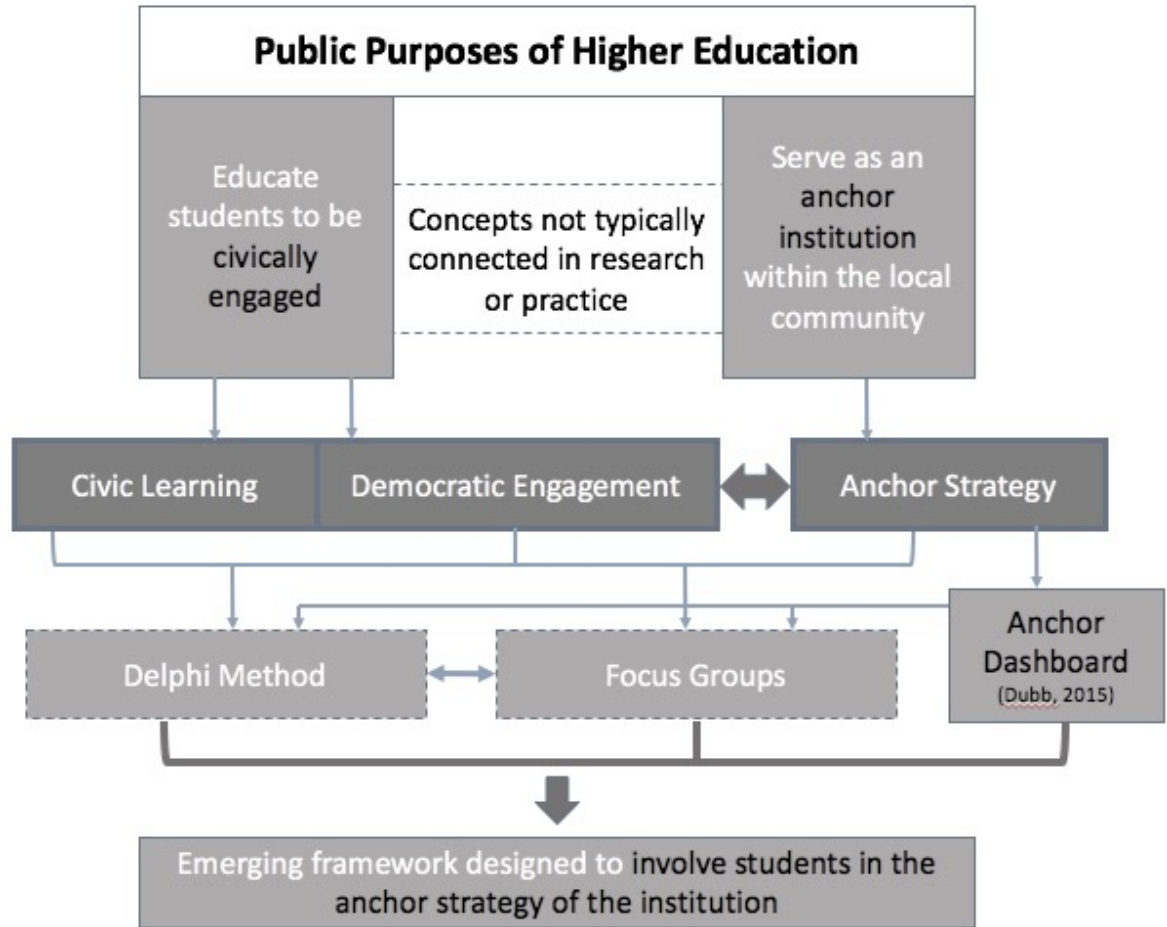


Figure 1. Conceptual framework.

Definition of Terms

Anchor Dashboard, formally known as the Anchor Institution Community Benefit Dashboard, is “a framework that can assist anchor institutions in understanding their impact on the community” (Dubb et al., 2013, p. v). The Anchor Dashboard, developed by The Democracy Collaborative, consists of five key issue areas and 12 desired outcomes that represent how IHEs can serve as anchor institutions within their communities.

Anchor institutions are place-based organizations, such as universities or hospitals, that are inextricably linked to the communities in which they are situated because of both their goals and capital investments (Dubb et al., 2013).

Anchor mission is “a commitment to consciously apply the long-term, place-based economic power of the institution, in combination with its human and intellectual resources, to better the long-term welfare of the communities in which the institution is anchored” (Dubb et al., 2013, p. 1).

Anchor strategy “is a mission developed to address tenacious community challenges, and implemented to permeate an institution’s culture and change the way it does business” (Dubb et al., 2013, p. 1).

Civic engagement, as defined by Ehrlich (2000), is achieved by developing the knowledge, skills, values, and motivation to make a difference in one’s community.

Civic learning refers to the “knowledge, skills, values, and the capacity to work with others on civic and societal challenges” (AAC&U, 2012, p. 4).

Delphi method “is an iterative process to collect and distill the anonymous judgments of experts using a series of data collection and analysis techniques interspersed with feedback” (Skulmoski, Hartman, & Krahn, 2007). Delphi research conducted fully online is sometimes referred to as e-Delphi (Chou, 2002; Cole, Donohoe, & Stellefson, 2013; Donohoe, Stellefson, & Tennant, 2012).

Democratic engagement is characterized by “deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate with people of differing views and backgrounds toward common solutions for the public good” (AAC&U, 2012, p. 3).

Institutions of higher education (IHEs) refers to all colleges and universities located within the United States.

The Democracy Collaborative (n.d.) is a national research organization focused on equitable, inclusive, and sustainable development (“Our Mission”). Part of The Democracy Collaborative’s research agenda focuses on IHEs serving anchor institutions. The organization also developed the Anchor Dashboard (Dubb et al., 2013).

Assumptions, Limitations, and Delimitations

Assumptions

Several assumptions were made throughout this research. The central assumption was that IHEs have a responsibility to serve as both civic educators and anchor institutions. The use of the Delphi method and focus groups in the research methodology also presented assumptions. The first assumption was that individuals selected for participation in the Delphi study were truly experts in their field (Shelton, 2010). Second, expert Delphi participants and student focus group participants had the requisite level of knowledge regarding anchor strategy, civic learning, and democratic engagement. Third, participants would remain dutiful in completing all three parts of the Delphi study and no one would encounter challenges with transmitting survey information electronically (Hardegree, 2007).

Limitations

This study had several limitations. First, the researcher purposefully selected the sample of experts participating in the Delphi method study and the focus groups; participants were selected based on their perceived expertise, as judged by the researcher. Thus, researcher bias could have influenced the interpretation of research findings

(Shelton, 2010). Second, there were three rounds within the Delphi study, so the expert panelists' response rates may have declined with each round of the study (Shelton, 2010). Finally, the expert participants' opinions were considered equally, even though their levels of expertise varied (Hardegree, 2007).

Delimitations

Delimitations also existed within this study. The concept of anchor strategy is relatively new in higher education (Taylor & Luter, 2013); thus, a limited number of national experts were eligible to participate. Attrition during the course of the three survey rounds was expected. Similar concerns hold true for the focus group portion of this study, as a limited number of Drexel University students had the requisite amount of experience to be included. Finally, this research study did not include a control or comparison group.

Summary

The public purpose of IHEs is to educate responsible, civic-minded students (AAC&U, 2012; Saltmarsh et al., 2009; Saltmarsh & Hartley, 2011). IHEs also have the responsibility of demonstrating these same qualities within the community. According to Lagemann and Lewis (2012), "institutions of higher education are agents in society and all of their decisions provide ready materials for lessons about civic responsibility" (p. 41). This framing statement supports the importance for IHEs to identify their community role as anchor institutions. It also serves as a call to action for IHEs to consider how the role of anchor institutions might support student civic learning and democratic engagement. This mixed-methods research study utilized the Delphi method and a series of student focus groups to develop a framework that expanded each of the five

taxonomies in the Anchor Dashboard to integrate student involvement in the overall IHE anchor strategy.

Chapter 2: Literature Review

Introduction

Higher education is called upon to fulfill two public purposes. First, IHEs have a responsibility to educate students to be knowledgeable, responsible, and participatory citizens in society (AAC&U, 2012). Second, IHEs have a responsibility to consider themselves citizens within society (Sullivan, 2000; Thomas, 2000) and embrace their role as anchor institutions within their local communities (Dubb et al., 2013). An increasing number of IHEs recognize these discrete commitments as central to the role of higher education. However, few IHEs maximize the complementarity of these responsibilities and acknowledge that the dual concepts are inextricably linked.

IHEs also hold a responsibility to demonstrate qualities of responsible citizenship towards the communities in which they operate (Saltmarsh & Hartley, 2011). One conception of how this citizenship might occur is seen within the anchor institution movement. The term anchor institution is used to describe a place-based role that an IHE plays within its local community (Dubb et al., 2013). Whether located in urban, suburban, or rural settings, IHEs work with community leaders, businesses, and non-profit organizations to create jobs, purchase large quantities of goods and services, develop local real estate, and share institutional resources with the community (Hahn et al., 2003).

Intentional student engagement within an anchor strategy is a relatively new and under-examined concept. However, the potential alignment of these concepts provides a rich opportunity for enhanced student civic learning and democratic engagement. While no comprehensive example of IHEs intentionally involving students in their institution's full anchor strategy exist, a few researchers have started to articulate a connection.

In a recent Campus Compact report, researchers point to the emergence of “engaged learning economies” that integrate “economic development with civic and community engagement efforts in strategic and holistic ways” (Wittman & Crews, 2012, p. 2). This report highlights the potential connections between civic learning and economic development, which is a component of anchor strategy. Further, the report suggests that “higher education provides leadership in creating practical solutions to the challenges that face American society through both place-based partnerships and the cultivation of civic responsibility in students” (Wittman & Crews, 2012, p. 2). This statement underscores the ability of place-based anchor institutions to serve as a resource and platform for student civic learning.

In another example, “Raising Student Voices,” a research report prepared by The Democracy Collaborative and the Responsible Endowment Coalition, researchers began to examine the connection between student action and university community investment. This report profiled several community investment projects, three of which were successfully led by students. Each project aimed to influence the investment, or divestment, of endowment dollars in local community development financial institutions (CDFIs) and community lenders (Guinan et al., 2013).

These case studies provided real-world exemplars of student learning and engagement through involvement in anchor strategy. However, both Guinan et al. (2013) and Wittman and Crews (2012) only begin to scratch the surface of existing opportunities for linking anchor strategy with civic learning and democratic engagement. These concepts continue to remain largely separate in research and practice.

Conceptual and Theoretical Framework

This literature review was shaped by three concepts: the role of IHEs to serve as anchor institutions within their local communities, the role of IHEs to act as civic educators of students by embracing the tenets of civic learning, and the importance of recognizing the foundational role that democratic engagement plays in both commitments. The connection between IHEs' dual roles as both civic educator and anchor institution are not readily explored within literature or practice. However, the opportunity for explicit connection does exist and stands to greatly inform the practice of each individual commitment.

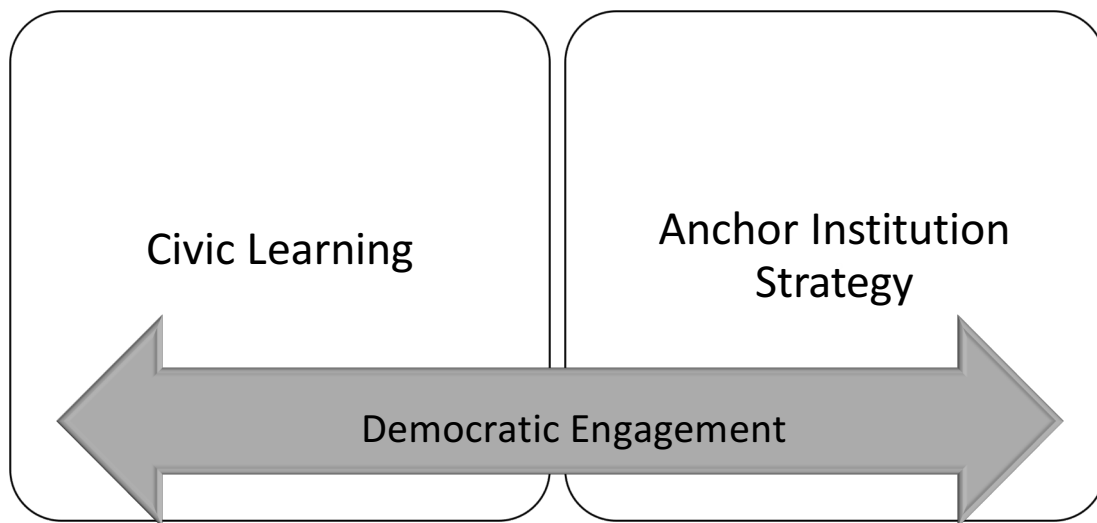


Figure 2. Literature map.

Literature Review

The literature review organizes literature into the following themes: (a) anchor institutions, (b) civic learning, and (c) democratic engagement (see Figure 2 for the

literature concept map). Together, these concepts work to inform an understanding of IHEs' modern roles and dual responsibility to serve as both civic educators of students and as anchor institutions within their communities. Further, IHEs have an overarching responsibility to maintain reciprocity in their partnerships with the communities central to their work.

This research was focused specifically on how IHEs can involve students in their overall anchor strategies. While IHEs' roles as anchor institutions and civic educators are complementary, these concepts are not often explicitly considered together in research or practice. Moreover, it is anchor institutions' very nature to encourage and model democratic engagement (Alperovitz & Howard, 2005; Maurrasse, 2007). Further exploration of this connection is essential because these commitments are central to the future of both American democracy and American communities.

Anchor Institutions

Anchor institutions are place-based organizations, such as IHEs, that are closely tied to the communities in which they are located because of both their institutional goals and investments (Dubb et al., 2013). The following sections will describe the historical development and modern approaches of anchor strategy, explore each facet of the Anchor Dashboard (Dubb, 2015), and discuss challenges faced by IHEs that seek to implement an anchor strategy.

Historical Context

The concept of an IHE as an anchor within its community can be traced back to 1862 with the passage of the first Morrill Act. Under President Abraham Lincoln's leadership, the Morrill Act resulted in land being set aside for 69 state-supported

institutions. These IHEs are known officially as land-grant institutions, and today, there are more than 100 in the United States (Renaud, 2008). With the granting of land came the responsibility for IHEs to produce and disperse knowledge that would be valuable to the agriculture and industrial sectors (Alperovitz & Howard, 2005; Jacoby, 2009). While land-grant universities were first designed to provide unidirectional knowledge exchange, scholars have since insisted that engagement becomes reciprocal (Kellogg Commission, 1999; 2000). Many land-grant universities have evolved to become examples of institutional engagement (Aronson & Webster, 2006; Brown, Pendleton-Jullian, & Adler, 2010; Cantor, 2009; Kimmel, Hull, Stephenson, Robertson, & Cowgill, 2011), and their formation has paved the way for the modern-day concept of anchor institutions (Cantor, 2009).

However, this progressive viewpoint was not always the driving force behind an IHE's desire to foster urban renewal. Once protected by the proverbial ivory tower, IHEs faced rapid expansion in the 1960s and 1970s. This expansion led many urban IHEs to consider the state of their surrounding neighborhoods, which were largely impoverished and blighted (Ashworth, 1964). IHEs made swift strategic moves to acquire property for redevelopment in the name of urban renewal. In retrospect, however, the term urban renewal is often synonymous with the negative concept of gentrification. This type of development showed little concern for the individuals living in the neighborhoods surrounding the IHE; instead, it was intended primarily to position the IHEs to acquire mass quantities of local real estate at prices subsidized by governmental assistance (Ashworth, 1964). This form of engagement is not what IHEs should seek to emulate in the 21st century, however.

Three decades later, additional engagement strategies driving towards the conception of the modern-day anchor institution had emerged. In 1994, the U.S. Department of Housing and Urban Development (HUD) created the Community Outreach Partnership Center (COPC) program. As Vidal, Nye, Walker, Manjarrez, and Romanik (2002) point out, “With the COPC program, HUD hoped to encourage more colleges, universities, and community colleges to commit their intellectual, economic, and human resources to the hard work of community change” (p. i). To seed these partnerships, HUD has invested nearly \$45 million in more than 100 IHEs since 1994 (Vidal et al., 2002).

Today, a growing number of IHEs located in both rural and urban settings have embraced the commitment to community engagement, regardless of whether they were part of the original Morrill Act. IHEs are inherently unmoving and place-based (Alperovitz & Howard, 2005). They view their futures and the futures of their neighboring communities as inextricably linked (Maurrasse, 2007). This realization has resulted in a resurgence of IHEs’ commitment to fostering community stability and improvement in the 21st century (Alperovitz & Howard, 2005).

Modern-Day Approaches

There are many ways in which an IHE can leverage resources to impart positive change on a community. Kimball and Thomas (2012) suggest that because IHEs serving as anchors are place-based, they can have significant impact if they focus their resources on one region. While this strategy does not deliver a wide geographic range of impact, it does focus on an amplified local approach. This strategy allows IHEs to engage deeply in

addressing local-level economic, environmental, and social concerns. This approach is targeted and can be transformational to challenged communities.

Today, an increasing number of IHEs identify themselves as anchor institutions. This identity indicates that an IHE has made a commitment to align its institutional business practices and outreach strategies with benefits to the local community. A select group of IHEs has taken this commitment one step further, deciding that they will begin to benchmark and measure their impact as anchor institutions (The Democracy Collaborative, 2014). This commitment will ultimately allow for comparison across similar IHEs. The following section details the Anchor Dashboard and highlights promising practices tied to anchor strategy.

The Anchor Dashboard

The Democracy Collaborative developed a rubric for measuring an institution's pervasiveness and outcomes as an anchor within the community (Dubb et al., 2013). The rubric is officially titled the Anchor Institution Community Benefit Dashboard; it is referred to throughout this study as the Anchor Dashboard. The Anchor Dashboard initially presented 12 outcomes organized into four main categories and tagged with indicators and potential sources of data to measure impact (Dubb et al., 2013). However, the Anchor Dashboard was recently updated with the assistance of a taskforce comprised of IHE representatives.

The Anchor Dashboard, shown in Figure 3, now has five main categories and twelve outcomes with adjusted indicators and measures of success (Dubb, 2015). While the rubric is intended to assist IHEs with utilizing and measuring effective anchor practices, it also serves as a model to describe the various possibilities for anchor impact.

Overall, the Dashboard presents a broad view of the types of impact an IHE might have within its community. However, despite its multi-faceted design, the Dashboard does not include any guidance or direction for involving students in the process of participating in or assessing anchor work. In fact, the concept of student civic learning and democratic engagement is entirely absent from the framework and report.

The Anchor Dashboard includes the following five main categories (Dubb, 2015):

1. Anchor Mission Alignment,
2. Economic Development,
3. Community Building,
4. Education, and
5. Health, Safety, and Environment.

Each of these categories holds promise in connecting an anchor institution's vast role to IHEs' responsibility to educate students as responsible and active citizens. The following sections describe each of the five main categories of the Anchor Dashboard in depth and provide examples of how institutions are operationalizing this work. Where possible, examples showcasing student involvement have been included.

Anchor Institution Community Benefit Dashboard – Revised			
Issue Areas	Desired Outcome	Indicators of Community Status	Indicators of Institutional Effort
Anchor Mission Alignment	Engaged Anchor Institution	Surveys of community residents and organizations	Anchor mission articulated in strategic plan, reflected in structure of institution (e.g., community engagement lead staff of cabinet rank)
Economic Development	Equitable Local and Minority Employment	Local unemployment rate, local minority unemployment rate	Percent of local and minority hires in staff positions, percent employed at living wage. Indirect local and minority employment through contracting requirements.
	Thriving Local and Minority Business Community	Number of certified MBE and WBE businesses in local community, dollar volume estimate (if available). Numbers of business start-ups, business survival rates in local community	Percent of university procurement to local, minority and woman-owned businesses. Local and minority jobs and businesses created and retained (3 years) in incubation programs; local and minority jobs creating through acceleration programs (3 years).
	Housing Affordability	Percentage of households below 200 percent of poverty line who spend less than 30 percent of their income on housing	Investment in housing rehab work, community land trusts, employee-assisted housing, strong partnerships with local community development corporations.
	Vibrant Arts and Community Development	Numbers of art and performance spaces in local community	Operating funds spent on arts and culture-based economic development, jobs and businesses created and retained.
	Sound Community Investment	Local lending availability from CDFIs and public programs (e.g. city revolving loan or investment funds), local bank lending data (if available)	Percent of endowment and operating dollars investing in community impact investments (e.g., CDFIs), investment in local business district development.
Community Building	Stable and Effective Local Partners	Civic health index, capacity survey of community partners	Policy metrics: partnership center, community advisory board; amount of community building budget (in dollars or FTEs)
	Financially Secure Households	Percent in assets poverty (i.e. savings that is less than 3 months' poverty-level income)	Budget for financial education, income tax filing assistance (dollars spent and tax rebates received by beneficiaries), seed money for community-owned business
Education	Educated Youth	Graduation rates, advancement to college or apprenticeship, 3 rd grade math and reading proficiency	Level of investment (in dollars and FTEs in K-12 school partnerships)

Health, Safety, & Environment	Safe Streets and Campuses	Violent and property crime data	Dollars spent on neighborhood development, streetscape improvements, number of neighborhood complaints
	Healthy Community Residents	Infant mortality rate, obesity rate, healthy food access	Dollars spent on public health interventions (e.g., clinics)
	Healthy Environment	Asthma incidence, city reporting of greenhouse gas emissions in accord with global protocol standards	STARS rating dollar spent on environment health initiatives

Figure 3. Democracy Collaborative Anchor Dashboard (Dubb, 2015).

Anchor mission alignment. Identifying as an anchor institution is the first step in realizing anchor mission alignment. According to the University of Pennsylvania's Netter Center for Community Partnerships (2008), IHEs should ask themselves the following questions to determine anchor identity:

- Does the IHE have a large stake and an important presence in the city and community?
- Does the IHE have economic impacts on employment, revenue gathering, and spending patterns?
- Does the IHE consume sizeable amounts of land?
- Does the IHE have crucial relatively fixed assets and are they not likely to relocate?
- Is the IHE a job generator?
- Does the IHE attract business and highly skilled individuals?
- Is it one of the largest employers, providing multilevel employment possibilities? (p. 5)

IHEs that identify with the majority of the questions posed above are anchor institutions (Netter Center, 2008) and can begin to demonstrate commitment in several

ways. First, the IHE's commitment to serving as an anchor institution should be articulated as a core function in its strategic plan. Second, the IHE should identify cabinet-level leadership roles that are responsible for the anchor strategy's management and oversight (Dubb, 2015).

The following six institutions have demonstrated anchor mission alignment and are currently piloting the Anchor Dashboard: (a) Drexel University, (b) Cleveland State University, (c) The University of Memphis, (d) The University of Missouri-St. Louis, (e) Rutgers University-Newark, and (f) SUNY Buffalo State (The Democracy Collaborative, 2014). The University of Missouri-St. Louis provides an example of anchor mission alignment by including anchor strategy goals in its current strategic plan. Referencing its metropolitan land-grant mission, the *2014-2018 Strategic Plan* (2013) makes the following statement:

Integrating faculty research and community engagement into student learning: As a critical anchor institution in the St. Louis region, we will advance our reputation through current and new community partnerships. By incorporating those partners into our research and curriculum, we expect to increase student retention and engage more alumni and donors. We will find and work with partners to replace any lost federal research dollars. (p. 6)

Drexel University also includes examples of anchor mission alignment in its strategic plan. Developed for the years 2012-2019, the plan (2015) calls for "expanded civic engagement programs and partnerships among faculty, students, professional staff and the local community" (p. 11). Further, as envisioned by President John Fry, Drexel (2015) seeks to "become [the] most civically engaged university via neighborhood

initiatives, such as those designed to create innovative health and educational partnerships and economic opportunities” (p. 15). This commitment connects directly to the framework and issue areas set forth in the Anchor Dashboard, including economic development; education; and healthy, safety, and the environment (Dubb, 2015).

Economic development. As place-based entities, IHEs have massive economic impact. Across the United States, IHEs educate 21 million students each year, provide three million jobs, and purchase more than three percent of all gross domestic product (Dubb et al., 2013). IHEs can also leverage their role as employers and purchasers (Hahn et al., 2003; Maurrasse, 2007; Shaffer & Wright, 2004) by intentionally hiring and buying from local communities. Additionally, IHEs serve as major real-estate developers within their communities (Hahn et al., 2003; Maurrasse, 2007). Alignment of development dollars with the creation of affordable housing and low-interest loans can have a stabilizing effect on communities as homeownership increases (Alperovitz & Howard, 2005).

Business incubation is another area where IHEs can drive economic development. By providing growing businesses with access to IHEs’ resources and expertise, businesses are more likely to find long-term success (Hahn et al., 2003). Likewise, encouraging the development of a rich arts culture within the local region can create jobs (Dubb et al., 2013) and enrich a community’s social and cultural fabric.

Directing IHEs’ investments to support community banks and low-interest loans to community members and organizations can also have a stabilizing effect within the local economy (Dubb et al., 2013). This particular area of action represents one place where a connection between student action and anchor work has been drawn. Guinan et

al. (2013) recently highlighted promising practices of five institutions where students and alumni have a voice in how financial investments are made within the community. In most circumstances, these investments come in the form of endowment dollars being redirected and reinvested to stimulate positive community change and impact. This promising practice has a long way to go before becoming standard anchor strategy, but it is exactly the type of connection that demonstrates synthesis between anchor strategy and civic learning and democratic engagement.

Another important concept to consider through the economic lens of anchor strategy is the engaged learning economy. Campus Compact researchers assert that engaged learning economies view civic engagement as the link between community economic development and democratic education (Wittman & Crews, 2012). This lens is important because it begins to connect economic development, a key component of anchor strategy, with the goals of civic learning and democratic engagement. According to Wittman and Crews (2012):

By integrating economic development with civic and community engagement efforts in strategic and holistic ways, institutions can create engaged learning economies that have the ability to foster positive civic and economic change. The basic premise of an engaged learning economy is that civic engagement is the mechanism that connects economic outreach and democratic education. (p. 2)

While the concept of an engaged learning economy is similar in many ways to the alignment of civic learning with anchor strategy, it should be noted that the engaged learning economy is centrally focused on economic development. While economic

development is one category within anchor strategy, it is not fully representative of the level or expanse of engagement for which the present research study calls.

Community building. A core task of an IHE's role as anchor institution is serving as a community builder. This work comes to fruition through the various partnerships formed between the institution and the community. Partnerships can have a wide variety of focuses, including community-based research and community-based learning (Curwood, Munger, Mitchell, Mackeigan, & Farrar, 2011), as well as sharing space, building capacity, mobilizing volunteers, raising funds, and aligning resources. Universities are also positioned uniquely to serve as network builders, connecting community partners with one another for collaboration (Hahn et al., 2003).

Education. IHEs are often involved in local education systems, in part because of IHEs' roles in training and preparing future educators. In the Philadelphia region, universities have risen to the challenge of improving some of the worst public school systems in the State of Pennsylvania. In the Chester-Upland school district, once ranked as the worst-performing district in the state, Widener University has taken an active role in aligning resources and supports such as tutoring and mentoring, academic enrichment, teacher education, and college preparation (Harris & Pickron-Davis, 2013). The University of Pennsylvania also has a long history working with public schools in its West Philadelphia neighborhood. Adopting a university-assisted schools model, UPenn was successful in aligning resources to open a local elementary school (Hartley, Winter, Nunery, Muirhead, & Harkavy, 2005).

On the federal level, the conversation around an IHE's role in positively impacting public education often involves the Promise Neighborhood initiative. Programs

within the initiative “aim to create a place-based system of family and education services that can support youth from early childhood through college access and career” (Hudson, 2013, p. 109). Neighborhoods across the country that have been given the Promise Neighborhood designation can provide rich examples of partnering with multiple organizations. These partnerships include IHEs that embrace their anchor roles in order to positively impact the education of community youth.

Health, safety, and environment. IHEs that demonstrate commitment to the health, safety, and environment of the communities in which they are located pay careful attention to multiple metrics, including crime rates, accessibility to healthy foods and healthcare facilities, and environmental health indicators such as the Greenhouse Index (Dubb et al., 2013). As anchors, universities have the ability to direct resources and spending into the community (Hahn et al., 2003). These resources might come in the form of extending campus police and public safety patrol zones, aligning real estate development and local spending to entice a large grocery store to open in the area, and working with local officials to ensure environmental standards are being met.

One example of anchor engagement within the health focus area exists at Indiana University-Purdue University Indianapolis (IUPUI). With one of the largest medical and nursing schools in the nation, IUPUI has leveraged its healthcare resources to provide free medical and dental services to families living in the local community (Hodges & Dubb, 2012). This example showcases the alignment of student learning with a goal of community health, which is a strategy within a larger anchor institution’s mission.

Challenges to Achieving an Anchor Mission

Several challenges exist in the definition and execution of an anchor strategy. Partnerships between IHEs and the communities in which they exist are exceedingly complex and often fraught with historical missteps that have resulted in inherent community distrust (Dubb et al., 2013). Institutional commitment provided in the form of financial support, key IHE leadership, and program implementation support are often inconsistent and episodic. Therefore, it is imperative that universities strive to establish a lasting internal culture of long-term engagement with local communities (Alperovitz & Howard, 2005). However, Curwood et al. (2011) argue that some universities are not ready or positioned properly to embrace partnerships within the community. Although they may be well-intentioned, partnerships can be challenging and necessitate more planning and conversation than initially realized.

A final remaining challenge in the implementation of an anchor strategy is the visible disconnection between the anchor strategy and the IHE's central work, which is to educate students. Opportunities exist to mobilize student volunteers for various projects, courses, and volunteer opportunities related to anchor strategy, but students are not involved often in the most basic level of conceptualizing ways in which their institution can serve as an anchor within the community.

Civic Learning

Civic learning is defined as the “knowledge, skills, values, and the capacity to work with others on civic and societal challenges” (AAC&U, 2012, p. 4). An increasing number of IHEs across the nation are engaged in renewed conversations around IHEs' roles in imparting knowledge about civic participation to students. Acting as micro-

communities of young people, IHEs are adeptly poised to serve as a space for students to explore democratic concepts while beginning to develop and practice active, responsible, and informed citizenship (Lagemann & Lewis, 2012). The following sections will explore the historical context as well as the current research and practice of civic learning.

Historical Context

Historically, an IHE's role as civic educator has its roots in the early 1600s, when Harvard, the nation's first IHE, embraced a civic mission (Jacoby, 2009). Nearly 300 years later, educational philosopher John Dewey would be one of the first to argue formally that education should play a central role in democracy by educating students on how to be civic (Jacoby, 2009).

In the wake of World War II, many returning American soldiers began to take advantage of military benefits available to pursue higher education. To examine and address this growth, President Truman formed the first Commission on Higher Education. The Commission (1947) published a report entitled *Higher Education for American Democracy* that articulated the democratic purposes of higher education. More recent national commitments to the concept of civic learning have continued to emerge, including the passage of the National and Community Service Act (NCSA) and the subsequent creation of the Corporation for National and Community Service (CNCS) in 1993 (Jacoby, 2009).

Current Research and Practice

In most recent history, the National Task Force on Civic Learning and Democratic Engagement (NTFCLDE; AAC&U, 2012) released a national report entitled

A Crucible Moment: College Learning & Democracy's Future. This report called for IHEs to take an active role in educating students for participation in democracy. In addition, the report illuminated the ideal that for students to obtain an authentic level of civic knowledge, they needed to engage in learning in partnership with community while examining the challenges those communities face (AAC&U, 2012). Therefore, the question remains, how exactly do students learn to become civically engaged individuals? Emergent civic definitions begin to reveal the answer. The following key concepts relate to the frame of civic learning:

1. Civic development,
2. Civic identity,
3. Civic agency,
4. Civic growth, and
5. Civic mindedness.

Each of these concepts further articulates a key aspect of students' path towards becoming fully engaged citizens.

Civic development. The NTFCLDE elaborates on what is considered to be civic development by presenting a framework of knowledge, skills, values, and collective action that serve as the benchmark of civic learning (AAC&U, 2012). Schudson (2003) argues that people obtain the requisite knowledge and skills to be civically engaged through multiple experiences, including their upbringing, schooling, and exposure to the political process, as well as more furtive ways that include the media and popular culture. However, AAC&U (2012) contends that the modern IHE's central responsibility is to incorporate this knowledge and skill-building into the collegiate curriculum. By

accepting this responsibility, IHEs foster an environment in which students can continue to develop their civic identities.

Civic identity. According to Knepfelkamp (2008), the following key factors characterize civic identity: (a) development over time among the community, (b) connectedness to ethical and intellectual development, (c) integrative practice that includes critical thinking and empathy, and (d) an identity that is consciously and intentionally chosen and enacted (p. 2-3). Norris (as cited in Norris, Siemers, Clayton, Weiss, & Edwards, forthcoming) further describes “civic identity as individualized voice in contributing to a greater good” (p. 5). Students who are able to recognize and articulate their personal civic identity are on a path towards collective action and civic agency.

Civic agency. Boyte (2005) asserts that civic agency describes the shift from “citizens as simply voters, volunteers, and consumers, to viewing citizens as problem solvers and co-creators of public goods” (p. 519). Individuals that demonstrate civic agency are prepared to work collaboratively with fellow citizens to identify and address issues of public concern (Boyte, 2007).

Civic growth. Norris et al. (forthcoming) conceptualize civic growth as a framework that integrates and synthesizes the interrelated concepts of civic learning, civic identity, and civic agency. Civic growth can be viewed further as a developmental pathway and a factor that can be measured over time. Consequently, civic mindedness is the result of the careful cultivation of civic growth (Norris et al., forthcoming).

Civic mindedness. The ultimate goal of civic learning is to develop civic mindedness in students. Steinberg, Hatcher, & Bringle (2011) define a conceptual framework for civic-minded graduates that is comprised of three components: (a)

identity, (b) educational experiences, and (c) civic experiences. Norris et al. (forthcoming) further define civic mindedness by proposing that it incorporates the following elements: “(a) civic learning as a skill set needed for participation in a democratic society, (b) civic identity as an individualized voice in contributing to the greater good, and (c) civic agency as the ability and choice to live out those values through collaborative and connected action within community” (p. 5). k

Together, the concepts of civic development, civic identity, civic agency, civic growth, and civic-mindedness articulate a path towards students’ full engagement as knowledgeable, responsible, and participatory citizens. IHEs have a role and responsibility to foster civic learning within each of these key areas. Further, civic learning integrates seamlessly with democratic engagement, as the two concepts blend to “emphasize the civic significance of preparing students with knowledge and for action” (AAC&U, 2012, p. 3).

Democratic Engagement

Democratic engagement is the final theme explored in this literature review. This concept informs and intersects both civic learning and anchor institution strategy. Democratic engagement is defined in the following way:

Engagement that has significant implications for transforming higher education such that democratic values are part of the leadership of administrators, the scholarly work of faculty, the educational work of staff, and the leadership development and learning outcomes of student. (Saltmarsh et al., 2009, p. 6)

The following sections will review the historical context of democracy in education and the current research and practice of democratic engagement; it will also

discuss the implications of democratic engagement as a bridging theme across civic learning and anchor institution strategy.

Historical Context

Higher education's democratic purpose in the United States is not a new concept; in fact, it can be traced back to founding fathers Benjamin Franklin and Thomas Jefferson. In the mid-18th century, Franklin called for colleges to "draw students of ability from all social strata and actively and purposely cultivate civic values in these students and provide them with the practical skills necessary to address the pressing problems of the day" (Harkavy & Hartley, 2008, p. 13). Jefferson also called for the education of public leaders for the purpose of "talent and virtue" (Boyte & Kari, 2000, p. 37). Franklin's and Jefferson's democratic orientation to education marked an early shift in the overall public purpose of higher education.

More than 200 years later, educational philosopher and scholar John Dewey (1900) would call for schools to be models of democracy:

When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious. (p. 44)

Giles and Eyler (1994) confirm Dewey's message, stating, "Dewey derived his notion of community, his belief in the possibility of citizenship as a mutual enterprise that addressed social ills, and his faith in the school as the potential model of democracy" (p. 82).

William Rainey Harper, the inaugural president of the University of Chicago, also articulated the democratic purpose of higher education. As Dewey's contemporary, Harper believed IHEs had great influence over American democracy (Benson & Harkavy, 2000). He once (1905) stated, "[E]ducation is the basis for all democratic progress" (p. 32). Unfortunately, both Dewey's and Harper's vision for the quintessential role of IHEs in democratic engagement would not be realized during their lifetimes. Scholars continue to call for forward momentum on reaching this goal today (Benson & Harkavy, 2000).

In 1947, the President's Commission on Higher Education (CHE) released a report entitled *Education for Democracy*. This report would be the first volume in a six-part series that described democracy as the driving force for transformation in higher education (AAC&U, 2012, p. 18). The report stated, "the first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the carrier for democratic values, ideals, and process" (CHE, 1947, p. 102). This report affirmed higher education's democratic purpose in the United States and created a renewed interest in achieving democratic goals for society through education.

Current Research and Practice

In recent years, there have been several key thrusts to advance democratic engagement within IHEs. In late 1998, key IHE leaders and faculty convened at a Wingspread educational conference. Participants were asked to ponder what it would mean for an IHE to be "filled with the democratic spirit" (Boyte & Hollander, 1999, p. 12). Further, participants were asked to consider this question through the lens of IHE

stakeholder groups including students, faculty, staff, institutional leaders, and institution as a whole. Boyte and Hollander (1999) sum up the findings this way:

Research universities and leaders from all levels of our institutions need to rise to the occasion of our challenge as a democracy on the edge of a new millennium. We need to catalyze and lead a national campaign or movement that reinvigorates the public purposes and civic mission of our great research universities and higher education broadly. We need to renew for the next century the idea that our institutions of higher education are, in a vital sense, both agents and architects of a flourishing democracy, bridges between individuals' work and the larger world. (p. 14)

Nearly a decade later in 2008, another gathering of academic leaders convened at a meeting jointly organized by the Kettering Foundation and the New England Resource Center for Higher Education (NERCHE). This group was tasked with examining the current state of civic engagement within higher education, specifically to answer the question, "Why has the civic engagement movement in higher education stalled and what are the strategies needed to further advance institutional transformation aimed at generating democratic, community-based knowledge and action?" (Saltmarsh et al., 2009, p. 3).

Findings from the meeting were articulated into two central ideas: (a) "[T]his nation faces significant societal challenges, and higher education must play a role in responding to them"; and (b) "[T]he civic engagement movement has not realized its full potential" (Saltmarsh et al., 2009, p. 3). Saltmarsh et al. (2009) provided further analysis and reflection of what these findings meant to current practice in higher education in the

Democratic Engagement White Paper. The Democratic Engagement White Paper went on to articulate a clear difference in the established framework of civic engagement within higher education, as well as the emerging framework of democratic engagement. Saltmarsh et al. (2009) state:

The distinction we are making between civic engagement as it is widely manifested in higher education and what we are calling democratic engagement is not attributed to the kind of knowledge and expertise generated in the academy, but whether that knowledge and its use is inclusive of other sources of knowledge and problem solving. (p. 7)

Further, this distinction is “intended to assist academic leaders and practitioners in the design and implementation of engagement efforts on campus” (Saltmarsh et al., 2009, p. 7).

Democratic engagement is also a key theme in the national report, *A Crucible Moment: College Learning & Democracy’s Future* (AAC&U, 2012). The combined phrase “civic learning and democratic engagement” is used consistently throughout the report to signal “the civic significance of preparing students with knowledge and for action” (AAC&U, 2012, p. 3). This report establishes civic learning and democratic engagement as interwoven concepts (AAC&U, 2012). These concepts must coexist and integrate to inform the development of engaged, knowledgeable, and responsible citizens in the 21st century.

Bridging Anchor Strategy and Civic Learning

Democratic engagement is the bridging theme that connects IHEs’ goals to serve as both civic educators and anchor institutions. While this research study and literature

review are the first to make that assertion, scholars have illuminated many crucial points of synthesis. For example, in the Democratic Engagement White Paper, Saltmarsh et al. (2009) state:

Democratic engagement locates the university within an ecosystem of knowledge production. In this ecosystem, the university interacts with outside knowledge producers in order to create new problem-solving knowledge through a multi-directional flow of knowledge and expertise. In this paradigm, students learn cooperative and creative problem-solving within learning environments in which faculty, students, and individuals from the community work and deliberate together. (p. 11)

Through this lens, a rationale and purpose for student involvement in IHEs' anchor strategy begins to emerge.

Democratic engagement calls upon IHEs to utilize their knowledge and expertise to solve complex public problems while engaging in authentic collaboration with community. Further, democratic engagement also serves to mitigate the IHE's traditional role as the central holder and conferrer of knowledge (Saltmarsh et al., 2009). By way of this reorientation, IHEs are called to embrace knowledge generation from multiple perspectives, including those of students and community members. Therefore, including student participants' diverse voices in the pursuit of public problem solving in anchor strategy is a demonstration of democratic engagement.

Summary

The modern IHE has a responsibility to serve as both an anchor institution within its community and a civic educator to its students. These two commitments are central to

the future of both American democracy and the American community. However, while these dual roles ultimately include parallel themes of democratic engagement, there are no clear frameworks within the literature that intentionally link the two concepts. This researcher proposes that additional inquiry into aligning the concepts of (a) anchor strategy, (b) civic learning, and (c) democratic engagement be completed and organized into recommendations for potential synergies and areas for future collaboration.

Chapter 3: Research Methodology

Introduction

Two related public purposes of IHEs are to serve as civic educators of students (AAC&U, 2012) and as anchor institutions within the community (Dubb et al., 2013). However, these roles are not often considered together in research or practice. The synergy between these concepts provides an opportunity for enhanced student civic learning and democratic engagement through student participation in institutional anchor strategy. The following sections will present an overview and purpose of the study, define research questions, explore the research design and rationale, describe the site and population, discuss research methods, and examine ethical considerations related to the research.

Purpose of the Study

This mixed-methods study used here serves two purposes. First, this study has led to the development of a strategic framework in which IHEs, serving as anchor institutions, can facilitate civic learning and democratic engagement by involving students in their institutions' anchor missions. Second, this study aims to ensure that the developed framework presents customizable and sustainable engagement strategies in which diverse IHEs can articulate how best to involve students in their individual anchor strategies.

Research Questions

This mixed-methods study examined how IHEs can involve students in anchor strategy, thereby supporting their students' civic learning and democratic engagement.

The following four research questions guided this study:

1. How can IHEs intentionally involve students in the anchor strategy of the institution to foster enhanced student civic learning and democratic engagement?
2. In what ways are IHEs currently involving students in the anchor strategy of institutions?
3. How can students be integrated into each of the five engagement taxonomies presented in the Anchor Dashboard?
4. What are the barriers to involving students in the anchor work of the university?

Research Design and Rationale

This mixed-methods research study utilized an explanatory sequential design (Creswell, 2012). According to Ivankova, Creswell, and Stick (2006), the explanatory sequential design is “highly popular among researchers and implies collecting and analyzing first quantitative and then qualitative data in two consecutive phases within one study” (p. 4). This research was considered explanatory sequential because the quantitative first phase, the Delphi method, informed the qualitative second phase, a series of focus groups.

During the first phase, the Delphi method was utilized to consult a panel of experts in developing a framework for student engagement within IHEs’ anchor strategies. During the second phase, civically engaged Drexel students participated in one of two focus groups to review and provide qualitative feedback on the framework developed via the Delphi study. In this explanatory sequential design, the qualitative data

secondarily collected through the student focus groups helped refine and explain (Ivankova et al., 2006) the framework that emerged through the primary quantitative data collected via the Delphi method. Data collected from both the Delphi study and focus groups was synthesized (Bloomberg & Volpe, 2012) to inform the framework's final design.

Site and Population

The overall population of this research study hailed from two distinct groups. First, a targeted group of 29 experts from across the nation was recruited to participate in the Delphi study. Second, nine students from Drexel University were recruited to participate in one of two focus groups. Each of these homogenous groups (Clayton, 1997; Johnson & Christensen, 2014) are discussed in detail in the following paragraphs.

There are no clear guidelines within the literature that indicate an ideal sample size for a Delphi study (Hsu & Sandford, 2007). Diverse recommendations for ideal size range from a minimum of seven participants (Brown, Cochran, & Dalkey, 1969) to 30 or more (Clayton, 1997; Skulmoski et al., 2007). The reliability of Delphi studies appears to increase with the size of participant groups (Dalkey, Rourke, Lewis, & Snyder, 1972), but Dalkey (1972) suggests that only limited gains in reliability occur with groups over 30. Thus, the 29 expert participants involved in the present study were deemed sufficient.

Adler and Ziglio (1996) suggest that expert participants should possess the following basic traits: (a) knowledge and experience with the research topic, (b) willingness to participate in the study, (c) sufficient time to participate in the study, and (d) strong communication skills. Though there is no set standard for establishing expert

criteria within the literature (Hsu & Sandford, 2007), the researcher defined the selection criteria for this study with consideration of Alder and Ziglio's (1996) basic requirements.

This Delphi study defined an "expert" as an individual who possessed the following criteria:

1. Three or more years of experience in the field of higher education as related to civic learning and/or anchor institution research,
2. Two or more publications in an associated field,
3. Professional affiliations with one of the professional associations mentioned below, and
4. The willingness and time to participate.

Individuals must have met at least two of the first three criteria, as well as the final qualifying criterion in order to be considered an expert in this study.

Delphi participants were intentionally selected utilizing a purposeful sampling research strategy (Creswell, 2012), which allowed the researcher to select individuals who had the requisite amount of expertise and therefore a greater chance of contributing valuable information to the emerging framework. Further, the researcher utilized the snowball sampling (Merriam, 2009), technique when participants suggested their qualified colleagues at other institutions as potential study participants.

Expert participants all had a connection to higher education, serving as administrators, faculty members, or researchers; thus, the expert group's composition was largely homogenous (Clayton, 1997). Participants represented diverse IHEs and research organizations from across the United States in both urban and rural settings, including small, mid-size, and large IHEs that were both private and public.

The researcher recruited expert participants through her professional network and with assistance from four organizations, including the International Association of Research on Service Learning and Community Engagement (IARSLCE), the Coalition of Urban and Metropolitan Universities (CUMU), the Anchor Institution Task Force, and The Democracy Collaborative. The researcher has professional affiliations with each of these organizations and utilized those connections for outreach.

Descriptive statistics

Basic demographic information was collected from each of the 25 participants that completed Round 1 of the Delphi study. Frequencies for these variables are presented in Table 1 below. There were slightly more male participants (13) than female participants (11), with one participant not disclosing gender. Age of participants ranged from 30 to 60+ years old. The majority of participants (23) identified as white or Caucasian. The majority of participants held a doctorate degree (14), followed by a masters degree (9), and a bachelors degree (2). Participants' job focus, gleaned from a review of current job title and responsibilities, ranged from senior-level administrator (6), engagement center director (13), engagement center staff (3), service-learning facilitator (13), student leadership facilitator (9), anchor strategy implementer (10), engaged faculty (6), engaged researcher (5), and affiliated organization representative (3). It should be noted that many participants' roles within their institutions and organizations fell into more than one category; therefore, the total number of job focuses does not align with the 25 total participants that completed Round 1 of the Delphi survey.

Table 1
Demographic Information for Expert Delphi Participants

Demographic Variables		<i>n</i>
Gender	Male	13
	Female	11
	Did not Disclose	1
Age	30-39	9
	40-49	6
	50-59	7
	60+	3
Race/ Ethnicity	Asian or Pacific Islander	0
	Black or African American	1
	Hispanic or Latino	1
	Native America or American Indian	0
	White/Caucasian	23
Level of Education	Bachelors	2
	Masters	9
	Doctorate	14
Job Focus	Senior-level Administrator	6
	Engagement Center Director	13
	Engagement Center Staff	3
	Service-learning Facilitator	12
	Student Leadership Facilitator	9
	Anchor Strategy Implementer	10
	Engaged Faculty	6
	Engaged Researcher	5
	Affiliated Organization Representative	3

Expert participants hailed from a wide variety of IHEs and research organizations that support higher education. These institutions and organizations are located throughout the continental United States of America. While there is a diversity of institutions represented in this study, it should be noted that all institutions minimally convey four-

year Bachelor's degrees, with only one institution predominantly issuing Associate's degrees. Only one institution represented in this study identifies as minority-serving, although several others are part of larger state systems that do have minority-serving campuses. Table 2 illustrates the diversity of institutions and organizations represented in this study. It should be noted that participants were encouraged to check all descriptors that fit their institution; therefore, the total number of institution types does not align with the 25 total participants that completed Round 1 of the Delphi survey.

Table 2
Institutional and Organizational Type Represented in the Delphi Study

Institution Type	<i>n</i>
Small	2
Mid-sized	9
Large	11
Public	12
Private	9
Research	13
Religious affiliation	2
Urban	15
Suburban	3
Rural	4
Research organization	3

Students selected for the focus groups all attended Drexel University, a large, private, urban research institution located in Philadelphia, Pennsylvania. Nine participants engaged in two focus groups, with five participants in one and four in the other. Purposeful sampling (Bloomberg & Volpe, 2012) of focus group participants ensured that each of the selected students had the requisite amount of experience and diversity to provide meaningful responses. The selection criteria for the focus groups were two-fold. First, students should be diverse across three dimensions, including

gender, expected graduation year, and major. Second, students have demonstrated commitment to civic engagement through participation in either academic or co-curricular activities supported by the Lindy Center for Civic Engagement at Drexel University.

Basic demographic information was collected from each of the nine students who participated in one of the focus groups. Both frequencies and percentages for these variables are presented in Table 3. There were more female participants (7) than males (2) involved in the focus groups. Participant ages ranged from 18 to 26 years old. The majority of the group identified as Asian or Pacific Islander (4), followed by Caucasian/White (3), and Black or African American (2). The majority of participants (7) were undergraduate students, with two individuals identifying as graduate students. All students were connected to programs run by the Lindy Center for Civic Engagement.

Table 3
Demographic Information for Student Focus Group Participants

Demographic Variables		<i>n</i>
Gender	Male	2
	Female	7
Age	18-20	3
	21-23	3
	24-26	2
Race/ Ethnicity	Asian or Pacific Islander	4
	Black or African American	2
	Hispanic or Latino	0
	Native American or American Indian	0
	White/Caucasian	3
Anticipated Graduation Year		
	2016	4
	2017	1
	2018	13

	2019	1
Undergraduate or Graduate		
	Undergraduate	7
	Graduate	2
Major		
	Animation/Visual Arts	1
	Biological Sciences	1
	Biomedical Engineering	2
	Business Administration	1
	Environmental Engineering	1
	Psychology	1
	Public Health	2

Research Methods

An explanatory sequential design was utilized in this mixed-methods study. An explanatory sequential design indicates that both quantitative and qualitative research methods are utilized in sequence, with the first phase informing the second (Ivankova et al., 2006). Research methods included the Delphi method and focus groups. Each method is discussed in detail in the following sections.

Delphi Method

The Delphi method was used to develop a framework for how students can be involved in their IHEs' anchor work. The term *Delphi* refers to the ancient Greek myth of the Delphic Oracle, a predictor of the future (Clayton, 1997). The Delphi method is a process by which a panel of experts provides responses to a structured series of questions over several iterative phases (Skulmoski et al., 2007). According to Day and Bobeva (2005), "[T]he Delphi is founded upon the use of techniques that aim to develop, from a group of informants, an agreed view or shared interpretation of an emerging topic area or subject for which there is contradiction or indeed controversy" (p. 103).

The Delphi methodology was developed in the mid-1950s for military use by the Rand Corporation (Dalkey & Helmer, 1963). Over the next several decades, the method continued to gain popularity, especially in the healthcare, business, and education fields (Shelton, 2010). Today, the Delphi method is still utilized by many industries, including higher education, to aid in decision-making and consensus-building (Linstone & Turoff, 1975).

The Delphi process contains four distinct phases, as described by Linstone and Turoff (1975):

The first phase is characterized by exploration of the subject under discussion wherein each individual contributes additional information he feels is pertinent to the issue. The second phase involves the process of reaching an understanding of how the group views the issue (i.e., where the members agree or disagree and what they mean by relative terms such as importance, desirability, or feasibility). If there is significant disagreement, then that disagreement is explored in the third phase to bring out the underlying reasons for the difference and possibly to evaluate them. The last phase, a final evaluation, occurs when all previously gathered information has been initially analyzed and the evaluations have been fed back for consideration. (p. 5-6)

During this research study, data was collected from a panel of national experts through a three-part Delphi method survey tool administered electronically during February and March 2016. Though some researchers have referred to Delphi studies taking place fully online as e-Delphi (Day & Bobeva, 2005; Donohoe, Stellefson, & Tennant, 2012; MacEachren et al., 2006), even in its traditional format, the method does

not require face-to-face interaction (Donohoe et al., 2012). The move to online data-collection techniques is a natural progression of the original Delphi collection format that utilized the conventional mail system. Thus, for the purposes of this research study, the methodology is referred to in the broadest sense as Delphi.

The first round of this two-round Delphi study presented several open-ended questions to participants (Skulmoski et al., 2007), and the analyzed responses guided the next round's formation. Each subsequent round of the process allows the researcher to gain clarity and consensus from the group about the research topic. Three rounds are typically sufficient during a Delphi study (Skulmoski et al., 2007; Delbecq, Van de Ven, & Gustafson, 1975), as additional rounds do not usually result in changes to the data (Linstone & Turoff, 1975) and may instead result in participants' disengagement and a reduced response rate (Alexander, 2004; Linstone & Turoff, 1975).

The Delphi method was well-suited to this research study for several reasons. First, it is especially useful when developing frameworks for new opportunities (Skulmoski et al., 2007). Second, it is complementary to the concept of democratic engagement. Day and Bobeva (2005) point out that "whatever the perceived reason for its choice, the method offers reliability and generalizability of outcomes, ensured through iteration of rounds for data collection and analysis, guided by the principle of democratic participation and anonymity" (p. 104). Further, each expert participant's opinions and contributions is considered equally throughout data collection and analysis (Dalkey, 1972).

In this study, the Delphi method served as a flexible mixed-methods research tool (Skulmoski et al., 2007). The structure of the present study included both qualitative and

quantitative portions. The first round of the Delphi study was qualitative, consisting of a series of open-ended questions. The subsequent second and third rounds included more focused quantitative questions that utilize 4-point Likert-type scales to measure both the suggested involvement's quality and the ease of its implementation.

Focus Groups

Two qualitative focus groups were also utilized to collect feedback on the emergent framework from a homogenous group of Drexel students (Johnson & Christensen, 2014). Creswell (2012) defines a focus group interview as “the process of collecting data through interviews with a group of people” (p. 218). The ideal number of focus group participants varies from four to six (Creswell, 2012) to 12 (Johnson & Christensen, 2014). Additionally, administering two or more focus groups is preferable to just one “because it is unwise to rely too heavily on the information provided by a single focus group” (Johnson & Christensen, 2014, p. 235).

Focus group research began in the 1950s, largely in the business sector as a marketing research tool (Merriam, 2009). Today, focus groups are often used in conjunction with other data-collection methods (Johnson & Christensen, 2014). In this study, the focus group comprised of Drexel students complemented data collected through the Delphi method and panel of experts. The focus group model was particularly well-suited to this research study because it allowed students to interact with one another while forming their own thoughts and opinions (Creswell, 2012) on the emergent framework. Patton (2002) confirms this benefit, stating:

Unlike a series of one-on-one interviews, in a focus group participants get to hear each other's responses and to make additional comments beyond their own

original responses as they hear what other people have to say. However, participants need not agree with each other or reach any kind of consensus. Nor is it necessary for people to disagree. The object is to get high-quality data in a social context where people can consider their own views in the context of the views of others. (p. 386)

Stages of Data Collection

Delphi method. Each Delphi participant received a framing document referred to as a Reality Map (Linstone & Turloff, 1975). The Reality Map (see Appendix C) provided study context and background information, while ensuring that all participants understood their role in assisting with the development of a new framework for student participation in anchor work. This document was shared with all participants before the launch of the first survey round to ensure they had adequate time to review and prepare to serve as expert participants.

The initial round of the survey developed for this study involved a series of open-ended questions (Skulmoski et al., 2007) regarding ways that students could or currently were involved in their IHE's anchor work. The survey was administered online using the Qualtrics survey tool. Participants had seven days from the launch of the survey to complete the first round. Reminder emails were sent out on days three, five, and if necessary, seven, to encourage participants' retention and ensure their compliance with the timeline. Extensions were granted for each round to ensure a maximum number of participants completed the surveys. (See Appendix A for an overview of Round 1 of the Delphi survey tool.)

Round 2 of the survey was developed after the initial responses from Round 1 were analyzed and emerging consensus was identified. The Round 2 survey was comprised of aggregated lists of suggested ways in which students could serve within an anchor mission. The aggregated list was framed using the five outcomes presented in the Anchor Dashboard (Dubb et al., 2013). Participants were asked to rank suggested ways in which their IHE currently did or could involve students in anchor work based on two dimensions, including (a) Impact to Civic Learning and Democratic Engagement and (b) Ease of Implementation and Incorporation into Anchor Strategy. The goal of Round 2 was to further clarify and condense the lists of suggested items (Skulmoski et al., 2007).

The third and final round of the survey was developed after analyzing Round 2 responses. Questions presented during Round 3 of the Delphi method survey aimed to further confirm results and build consensus (Skulmoski et al., 2007).

There were several challenges associated with utilizing the Delphi method for this study. First, the extended time that expert participants were required to engage with various iterative rounds of the survey might have caused challenges with participant motivation (Ludwig, 1997) and retention (Hsu & Sandford, 2007). Second, all participants may not have shared an equal level of knowledge and expertise on the topic of anchor research (Altschuld & Thomas, 1991). The researcher hoped to avoid potential data-collection and participation retention challenges by sharing clear expectations with each participant before the study began, outlining rigorous guidelines to define expertise, developing a series of clear and concise questionnaires, and adhering to a structured timeline that was agreed to in advance by all selected participants. Finally, a clear

communication plan for each stage of data collection helped ensure fidelity to the research goals and timeline.

Focus groups. Focus group data was collected after the final round of the Delphi survey was completed and the emergent framework was created. Two focus groups comprised of a total of nine Drexel students were assembled. The focus groups were audio-recorded. The researcher served as moderator to lead the focus group discussion, observe, and gather data. Students were asked to review the emergent framework that described how students could be involved in their IHE's anchor strategy. An interview protocol with a series of open-ended questions was followed. (See Appendix B for a draft of the focus group interview protocol.)

The focus group research method did present challenges. First, it is possible that participants were influenced by the responses of their peers and thus struggled with groupthink (Fontana & Frey, 2003). Additionally, as Bloomberg and Volpe (2012) point out, "logistical difficulties might arise from the need to manage conversation while attempting to extract data, thus requiring strong facilitation skills" (p. 123).

Collection Timeline

Experts for the Delphi study were invited to participate in early January 2016 through email and phone communication. Student focus group participants were identified and invited to participate in mid-February 2016 through email and in-person communication. Signed consent forms were collected from both expert Delphi participants and student focus group participants.

Table 4 presents the timeline for data collection that guided this study. The Delphi method was comprised of three iterative rounds of data collected. Each of the three

rounds took place over a 10-day span. The time in between rounds was used to formulate the next round of questioning and receive feedback from the dissertation committee on the interpretation of data and the resultant re-developed survey tool. Additionally, two focus group of nine students from Drexel University took place on March 29, 2016. Data analysis was completed by mid-April 2016. This timeline was strategic because it aligned with both the university's academic timeline and the researcher's dissertation timeline.

Table 4
Data-Collection Timeline

Method	Description	Timeline
	Share Reality Map with Delphi participants	Feb. 12, 2016
	Consent forms collected from Delphi participants	Prior to Feb. 17, 2016
Qualitative	Delphi Method Round 1	Feb. 17-26, 2016
	Delphi Round 1 review and Round 2 formation	Feb. 27-Mar. 1, 2016
Quantitative	Delphi Method Round 2	Mar. 2-11, 2016
	Delphi Round 2 review and Round 3 formation	Mar. 12-15, 2016
Quantitative	Delphi Method Round 3	Mar. 16-25, 2016
	Final analysis of Delphi Round 3	Mar. 25-28, 2016
Qualitative	Student focus groups Consent forms collected during focus groups	Mar. 29, 2016
	Analysis of student focus groups	Mar. 29-April 10, 2016

Data Analysis Procedures

Data collected from the Delphi study was analyzed at the conclusion of each of three iterative rounds. Findings from Round 1 shaped the survey instrument for Round 2, and findings from Round 2 shaped the final survey instrument for Round 3. Findings collected during Round 3 informed the emergent framework. Table 5 outlines the full data-collection and analysis process for each of the research questions.

Table 5
Data Collection and Analysis

Research Questions	Research Method	Data-Collection Method	Data Analysis
How can IHEs intentionally involve students in the anchor strategy of the institution to foster enhanced civic learning and democratic engagement?	Qualitative	Delphi Round 1	Hand-coding <i>A priori</i> codes Descriptive codes In vivo codes
	Quantitative	Delphi Rounds 2 and 3	Microsoft Excel
In what ways are IHEs currently involving students in the anchor strategy of the institution?	Qualitative	Delphi Round 1	Hand-coding <i>A priori</i> codes Descriptive codes In vivo codes
	Qualitative	Focus groups 1 and 2	Hand-coding <i>A priori</i> codes Descriptive codes In vivo codes
How can students be integrated into each of the five engagement taxonomies presented in the Anchor Dashboard?	Qualitative	Delphi Round 1	Hand-coding <i>A priori</i> codes Descriptive codes In vivo codes
	Quantitative	Delphi Rounds 2 and 3	Microsoft Excel
	Qualitative	Focus groups 1 and 2	Hand-coding <i>A priori</i> codes Descriptive codes In vivo codes

What are the barriers to involving students in the anchor work of the university?	Qualitative	Delphi Round 1	Hand-coding Descriptive codes In vivo codes
	Qualitative	Focus groups 1 and 2	Hand-coding Descriptive codes In vivo codes

Open-ended qualitative data collected during Round 1 of the Delphi study was analyzed by hand utilizing *a priori* codes (Johnson & Christensen, 2014) associated with the Anchor Dashboard, including the five criteria of (a) Anchor Mission Alignment, (b) Economic Development, (c) Community Building, (d) Education, and (e) Health, Safety, and Environment. Additional qualitative data collected during Round 1 was analyzed using both descriptive and in vivo coding (Miles et al., 2014). Quantitative survey data collected during Rounds 2 and 3 were analyzed utilizing Microsoft Excel. For this Delphi study, mean and interquartile range were calculated to determine the expert participant group's collective feedback. Agreement regarding Delphi method consensus measurements vary significantly across the literature (Hsu & Sandford, 2007). For this study, consensus was assumed when the interquartile ratio was less than or equal to 1.0 and at least 80% of respondents ranked involvements 2.0 or lower on a 4-point Likert-type scale.

The student focus groups were audio-recorded and transcribed. Qualitative data collected during the focus groups were hand-coded using *a priori* (Johnson & Christensen, 2014), descriptive and in vivo coding strategies (Miles et al, 2014). Synthesis of emergent themes from the student focus group served to inform and verify (Skulmoski et al., 2007) the final framework synthesized through this research.

Ethical Considerations

Approval from Drexel University's Institutional Review Board (IRB) was obtained in order to proceed with this research study (see Appendix E for IRB approval documents). The IRB process helps ensure all ethical considerations are being carefully identified and addressed (Johnson & Christensen, 2014). While the researcher believed that the risk to participants was low in this research study, the university has a vested interest in examining the research protocol to ensure that participants are being treated fairly, ethically, and anonymously throughout the study.

During this research study, a panel of experts was asked to provide data anonymously during three rounds of a Delphi survey. Ethical considerations surrounding the administration of the survey included ensuring that informed consent was obtained from all participants and ensuring that their identity was protected throughout the data-collection and review process (Creswell, 2012). Participant responses were submitted anonymously in order to ensure privacy. Data was stored in three distinct password-protected and secure online databases to ensure data's privacy and preservation.

Ethical considerations also existed around the inclusion of Drexel students in the focus group portion of this research study. Students were all over 18 years of age and signed informed consent forms before participating. Students were also provided with a level of anonymity; though the sessions were audio-recorded, the students were given code names to preserve their privacy. No student was referred to by name during the data review and analysis process.

Bias was an additional consideration that the researcher needed to identify and account for during the research process. The researcher is employed by Drexel

University, which is committed to its students' civic education, while also embracing its role as an anchor institution within the local community. Furthermore, the researcher serves as executive director of the Lindy Center for Civic Engagement, which is charged with educating students to be civically engaged. The researcher may hold bias regarding her work's validity and centrality. To that end, the researcher was diligent at avoiding the interjection of bias. Additionally, the researcher worked to ensure that language used to describe participants and findings was free of bias, maintained participants' anonymity, and was reported in an ethical way (Creswell, 2012).

Summary

This mixed-methods research study utilized both the Delphi method and focus groups. The Delphi method was utilized to collect information from a panel of 29 national experts on how students could be intentionally involved in their IHEs' anchor work. The Delphi study was comprised of three rounds of surveys, with each iteration helping to shape the subsequent round. After three rounds, responses were organized into a framework identifying the ways in which IHEs can involve students in their institutions' anchor strategy. Two focus groups comprised of a total of nine Drexel students reviewed the emergent framework and offered their feedback. Data from the focus group was collected and synthesized to inform the overall framework. Ethical considerations in this study were minimal. Expert and student participants' identities remained anonymous. The university's Institutional Review Board was consulted at appropriate times during the research process to ensure that the process was proceeding without ethical issue. Finally, the data-collection process was timed to align with both the university's academic calendar and the researcher's dissertation schedule.

Chapter 4: Results and Findings

Introduction

The goal of this mixed-methods study was to examine and define how IHEs can involve students intentionally in their universities' anchor strategies to impact positively students' civic learning and democratic engagement. Further, this study aimed to develop a framework that articulates how diverse IHEs can include students in their anchor strategies.

This mixed-methods study collected data in two phases using an explanatory sequential design, which typically relies first on collecting and analyzing quantitative data and then using it to inform a qualitative second phase (Ivankova et al., 2006). In this research study, it was essential to integrate and interpret synthesized data (Creswell, 2011) across both phases. Therefore, data was collected in the first phase via a panel of experts who participated in a three-part quantitative Delphi study. The purpose of the Delphi study was to develop an initial framework to articulate how IHEs can involve students in their institutions' anchor strategies. The second phase of qualitative data collection included nine students in two focus groups at Drexel University. The focus groups reviewed the initial framework generated by the Delphi study and students provided their perspectives on how it might be incorporated at Drexel University.

The following sections in this chapter include the study's research questions and present results gleaned from the expert Delphi method study and student focus groups. The final section examines the integration of both sources of data collected in this mixed-methods study. Before data collection commenced on this study, the dissertation proposal

was approved by the dissertation chair and committee. The research protocol of the study was also reviewed and approved by Drexel University's IRB (see Appendix E).

Research Questions

The following research questions guided this study:

1. How can IHEs intentionally involve students in the anchor strategy of the institution to foster enhanced student civic learning and democratic engagement?
2. In what ways are IHEs currently involving students in the anchor strategy of institutions?
3. How can students be integrated into each of the five engagement taxonomies presented in the Anchor Dashboard?
4. What are the barriers to involving students in the anchor work of the university?

Question 1 was answered utilizing a three-round Delphi method survey.

Questions 2, 3, and 4 were answered during Delphi study Round 1 via a set of open-ended questions that asked expert participants to consider multiple facets of each research question. Data for question 3 was collected and refined further during the Delphi study's quantitative Rounds 2 and 3. Student focus group participants were asked open-ended qualitative questions that produced additional data from the perspective of students to answer questions 2, 3, and 4.

Phase 1: Delphi Study

This Delphi study utilized higher education professionals' and researchers' expert opinions to inform the development of a framework that begins to define how IHEs can

involve students in anchor strategy. This study consisted of three iterative rounds released biweekly over five weeks from February to March 2016.

The following subsections describe the participation guidelines for expert panelists, disclose overall retention data between each round, and review each of the three study rounds in depth. Key results are organized into tables and figures throughout this section, and additional information is provided in appendices at the end of this dissertation.

Expert Panel Participation

In order to participate in the Delphi study expert panel, potential participants must have met two of the following criteria:

1. Three or more years of experience in higher education as related to civic learning and/or anchor institution research;
2. Two or more publications in an associated field; and
3. Professional affiliation with the International Association of Research on Service Learning and Community Engagement (IARSLCE), the Coalition of Urban and Metropolitan Universities (CUMU), the Anchor Institution Task Force, or The Democracy Collaborative.

Additionally, all participants possessed the willingness and time to participate in the three-part Delphi study, which occurred over five weeks from February to March 2016.

The researcher's goal for this study was to identify 20 to 30 experts to participate in the Delphi panel. Participants were recruited using purposeful sampling techniques aimed at identifying individuals who met the aforementioned criteria. In some instances,

the snowball sample method was utilized (Merriam, 2009), as individual participants began to identify and recruit colleagues that also fit the research criteria. In total, 29 individuals committed to participating in the anonymous three-round Delphi study by reviewing, signing, and returning the research consent form (see Appendix D) by February 17, 2016.

A Delphi study research brief called a Reality Map (see Appendix C) was provided to each expert participant before the launch of the study. The Reality Map provided details about the research study, defined key terminology, and shared information about The Democracy Collaborative's Anchor Institution Community Benefit Dashboard, which was heavily referenced throughout this study. Participants were instructed to review the Reality Map before beginning Round 1 of the Delphi study to ensure that everyone possessed a baseline of common knowledge.

Attrition across the three rounds of the Delphi study was both expected and observed. Of the 29 participants who agreed to participate at the inception of Round 1, 19 retained through all three rounds to the end of the study, representing a 66% final retention rate. However, the retention rate between rounds was much higher, with 86% completing Round 1, 88% completing Round 2, and 86% completing Round 3. These between-round retention rates surpassed the acceptable response rate of 70% suggested by Sumsion (1998). This retention data is visualized in Table 6.

Table 6
Percentage of Expert Delphi Participants Retained through Each Round

Delphi Round	Total Participants	Total Participants Who Completed the Round	Response Rate (%)
1	29	25	86
2	25	22	88
3	22	19	86

Delphi Round 1 Results

On February 17, 2016, Round 1 of the Delphi study was released via an email generated in Qualtrics (see Appendix F) and sent to 29 participants who had previously completed and returned consent forms. The online survey tool (see Appendix G) consisted of 14 open-ended questions, one 5-point Likert-type scale, and a section with five questions focused on respondent demographics. The first five open-ended questions asked participants to list all forms of student engagement that came to mind across the five Anchor Dashboard issue areas, including (a) Anchor Mission Alignment; (b) Economic Development; (c) Community Building; (d) Education; and (e) Health, Safety, and Environment. The remaining eight open-ended questions asked participants to consider the following statements and questions:

1. Describe the nature of current student involvement in the anchor strategy of your institution or organization.
2. Are there any potential benefits to universities that incorporate students into their anchor strategy?
3. Are there any potential challenges or barriers to involving students in the anchor strategy of the institution?

4. Are there any potential benefits to students when they are involved in the anchor strategy of their institution?
5. Are there any potential challenges to students when they are involved in the anchor strategy of their institution?
6. Are there any potential benefits to community members when involving students in anchor strategy?
7. Are there any potential challenges to community members when involving students in anchor strategy?
8. Please share any known failures and/or setbacks encountered when previously attempting to involve students in the anchor work of the institution.

Participants were also reminded that this study's goal was to develop a framework that articulates how students can be involved in their institutions' anchor strategies.

Participants were then presented with a 5-point Likert-type scale and asked to consider to what degree they thought this framework would be useful at IHEs for integrating students into the institution's anchor strategy. The 5-point scale contained the following range of options: 1-Extremely Useful, 2-Very Useful, 3-Moderately Useful, 4-Slightly Useful, and 5-Not at All Useful.

The final section of Round 1 collected demographic information about the Delphi study participants. While a central goal of the Delphi methodology is to view all individuals who meet the qualifications and threshold to participate as equal (Rowe & Wright, 1999), knowing the initial participant group's composition was helpful to indicate the level of diversity among participants and the institutions they represented. However, in order to ensure Delphi participants' anonymity, no demographic data was

tied to responses beyond those obtained in Round 1, and data was not analyzed in conjunction with demographic information. However, the composition of Delphi participants and their job focuses may have contributed to the nature of student engagement responses collected throughout this study. As referenced in Table 1 (p. 44), the top three predominant job focuses of Delphi participants included engagement center directors, service-learning facilitators, and anchor strategy implementers.

Round 1 of the survey was initially scheduled to remain active for seven days through February 24, 2016. Unique survey links were utilized to track participants' completion while preserving respondents' anonymity. Reminder emails were sent automatically on February 19, February 22, and February 24 to those respondents who had not yet completed the survey. On February 25, one final email was sent offering an extension until February 26 to the remaining non-respondents. In total, 25 of the potential 29 participants completed the survey, representing an 86% retention rate through Round 1 of the study.

Delphi Round 1 Data and Analysis

No pre-existing framework for student involvement in institutions' anchor strategies exists; therefore, Round 1 of this Delphi study was designed to be generative. Qualitative survey results were extracted from Qualtrics and hand-coded for emergent themes using both descriptive and in vivo coding (Miles, Huberman, & Saldaña, 2014). Responses were coded and enumerated within each section of the five anchor issue areas based on the number of times they were identified by each individual participant. Round 1 results are presented in Table 7, where *n* represents the number of times a particular emergent item was coded per respondent. Emergent items are unique forms of student

engagement in anchor strategy. Unclear or non-specific items suggested by expert participants were not considered or enumerated within this data.

Table 7

Round 1 Delphi Results - Emergent Student Engagement Items

Item	<i>n</i>
Anchor Mission Alignment	
Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g., community-asset mapping)	19
Align service-learning coursework with key anchor institution strategies	10
Include students on university committees that develop plans for the institution's anchor strategy (e.g., Anchor Institution Committee)	8
Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	5
Involve students in the strategic planning process of the institution (e.g., mission statement revisions or update of strategic plan)	4
Give students responsibility for implementing part of the anchor strategy	3
Encourage student organizations to become knowledgeable about the university's role as an anchor institution	3
Involve students in the evaluation of the university's achievement of anchor institution goals	2
Instill in students a sense that they are part of the broader community outside of the university	2
Allow students to serve on institutional governing boards (e.g., Board of Trustees)	2
Offer courses that educate students about the anchor strategies of the university	2
Hold informational forums for students to learn more about anchor strategy at their institution	2
Encourage Greek Life to become knowledgeable about the university's role as an anchor institution	2

Involve the Student Government Association in anchor institution strategy and planning	1
Infuse new student orientation with information about community issues and the university's anchor strategy	1
Intentionally recruit civically engaged students to the institution	1
Encourage student activism that might lead to better university anchor practices (e.g., students advocating for the university to procure goods locally or to divest endowment funding from carbon)	1

Economic Development

Students launch a "buy local" campaign and encourage other students to patronize local small businesses	11
Involve students in research projects around local economic development topics connected to an anchor mission (e.g., student local spending, local hiring trends at the University)	7
Students intern with local small businesses	7
Students provide technical business support to local businesses through service-learning courses (e.g., business plan creation, social media marketing strategy)	5
Students launch their own small businesses within the community	3
Involve students in an evaluation of the university's local economic impact	3
Involve students in contract negotiations with large campus vendors (e.g., university food service)	3
Educate students about local issues of gentrification influenced by the student apartment and home rental market	2
Students provide tax-prep services through a service-learning course	2
Encourage students to live in on-campus housing to limit gentrification in the surrounding community	1
Students partner with community members to launch small businesses in the community	1
Students intern with the University Procurement office	1

Students provide financial education workshops to the community through a service-learning course	1
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Education

College students tutor or mentor K-12 students in local afterschool programs	17
College students provide college access support to local high-school students (e.g., completing applications, FASFA, writing essays)	6
College students bring enrichment activities into local K-12 schools through service-learning courses (e.g., arts, music, or STEM)	4
College students provide support around literacy in K-12 schools (e.g., America Reads)	3
Encourage college students to pursue teacher certification	1
College students serve as coaches for local youth sports teams	1
College students serve as ESL tutors in K-12 schools	1
College students provide tutoring to K-12 students online	1
College students manage a fundraising or supply drive for a local school	1
College students utilize Federal Work Study dollars to fund internships in local public schools	1
College students provide library support services in local schools	1

Community Building

Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	7
Students assist local residents with income-tax filing	4
Students provide volunteer support during block builds (e.g., Habitat for Humanity)	3
Students attend local community advisory board meetings	3
Students serve on local community advisory boards	3
Students intern with local community development centers	2

Involve students in a research project examining the community Civic Health Index	2
Involve students in a research project examining capacity of local nonprofits	1
Students provide support to local community-based business centers	1
Students provide financial education workshops to local residents	1
<hr/> Health, Safety, and Environment <hr/>	
Involve nursing and health professions students in service-learning courses connected to community clinics	12
Students participate in town watch crime-prevention program	7
Students participate in community beautification projects (e.g. mural painting, neighborhood cleanup)	4
Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	3
Students educate their peers about being a good neighbor within the community	3
Students participate in local home builds and home repairs (e.g., Habitat for Humanity)	3
Students participate in community-engaged research projects examining key community health indicators (e.g., lead paint, asthma triggers)	3
Law students provide pro-bono legal services to local community members	2
Students complete neighborhood lighting surveys to assist with public safety	2
Students advocate for the university's endowment dollars to be divested from fossil fuels	2
Students advocate for food stamps to be accepted within their campus cafeterias	1
Students participate in local community gardens alongside community residents	1
Students intern with the university's office of sustainability	1
Involve students in the LEED certification process for new campus buildings	1
Students help local community residents connect to public benefits such as healthcare	1

In total, expert participants suggested 66 unique items to be considered for inclusion across the five issue areas presented in the Anchor Dashboard. Results from Round 1 were incorporated into the design of Round 2, where expert participants were asked to rank each item across two 4-point Likert-type scales and offer additional feedback on the included items.

Qualitative questions and analysis. Additional qualitative information was also collected during Round 1 via a section of the survey that asked participants to consider a set of open-ended questions. The responses for each question were hand-coded for emergent themes, first using cycle coding strategies, including descriptive and in vivo coding (Miles et al, 2014). Emergent codes were then further organized condensed into final codes that are shared in this section. A master list of codes (Johnson & Christensen, 2014) is presented in Table 8. More detailed information about each *a priori* and emergent code, along with example expressions, are reviewed in the following sub-sections.

Table 8
Round 1 Delphi - Complete List of A Priori and Emergent Codes

<i>A Priori</i> Codes	Emergent Codes	<i>n</i>
Level of student engagement in anchor strategy		
	No organized engagement	3
	Early engagement	4
	Established engagement	4
Types of student engagement		
	Academic courses	12
	Co-curricular	8
	Experiential	4
	Research	4
	Direct service	2
	Community-based jobs	1
Benefits to university		
	Recruitment and retention	9
	Community relations	7
	Congruence	6
	New learning	6
	New ideas and knowledge	5
	Sustainability	5
	Civic learning and democratic engagement skills	2
Challenges to university		
	Student capacity	18
	Institutional capacity	13
	Safety and risk	5
	Institutional hesitancy	4
	Student privilege	4
Benefits to students		
	Applied learning	19
	Career preparation	7
	Civic learning and democratic engagement skills	7
	Relationship development	7
	Transferable skills	5
	Value development	5
	Persistence	4
	Experience with diversity	3
Challenges to students		
	Student capacity	14
	Frustration	10
	Student apathy	2

	Student privilege	2
<hr/>		
Benefits to community		
	Capacity building	19
	Community relations	11
	New ideas	5
	Career preparation	3
<hr/>		
Challenges to community		
	Community capacity	14
	Student capacity	10
	Reciprocity	4
	Student privilege	2
<hr/>		
Known setbacks or failures		
	Student capacity	12
	Under-prepared faculty	4
	University commitment	4
	Student apathy	3
	Unrealistic expectations	3
	Community buy-in	2
	Experience with diversity	2

Student involvement in anchor strategy. Several expert participants described the nature of student involvement by identifying how far along in this process their institutions currently were and/or by providing examples of the types of engagements in which they were currently involved. Thus, as this data was coded, emergent themes included levels of engagement and types of engagement. Of the participants that responded to the level of engagement, the majority indicated their institutions were still at an early level of engagement ($n=4$) or had no organized engagement on campus ($n=3$). One participant stated, “I would suggest that our university is a pre-anchor institution that acts in some ways like an anchor institution without officially articulating that it is an anchor institution” (Delphi Participant 3). Only four participants indicated that their institutions had an established plan and pathway for engaging students in anchor strategy. See Figure 4 for a representation of this data.

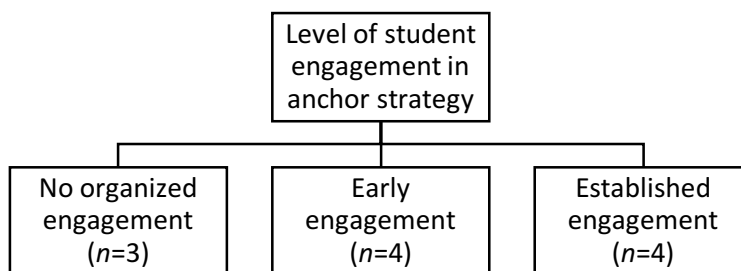


Figure 4. Level of student engagement in anchor strategy.

One participant who identified as part of an institution that had established engagement stated:

We are actively trying to engage more of our students in the anchor mission. We have a local vendor program in which more of our student groups [are] utilizing local merchants for events. We have opened a community engagement center in which students from all of our professional schools are engaged in programming for the neighborhoods around campus. (Delphi Participant 9)

Participants also indicated a variety of ways that students are currently engaged in what could be considered anchor strategy, regardless of whether the institution was intentionally applying an anchor strategy. The following types of student engagement were included: (a) academic courses, (b) co-curricular experiences, (c) experiential education, (d) research, (e) direct service, and (f) community-based jobs utilizing funding such as student employment or Federal Work-Study. One participant listed several types of current involvement, stating, “[I]nternships, course-based projects/service-learning, student coordinator roles (work-study and student worker) in the community engagement

office. Community-based clinical settings for Nursing and Allied Health” (Delphi Participant 14). See Figure 5 for a representation of this data.

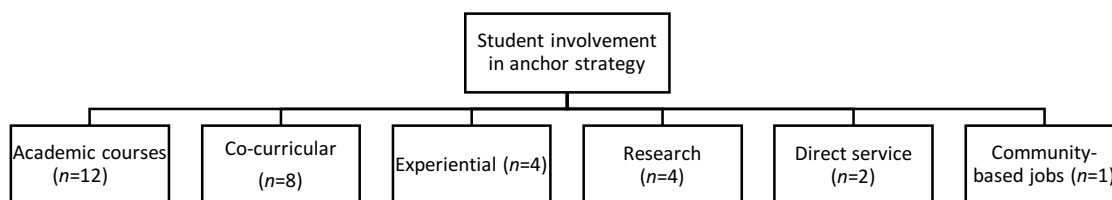


Figure 5. Types of student engagement in anchor strategy.

Benefits to institution. Participants were asked to consider the benefits to universities that chose to incorporate students into their overall anchor strategies. Feedback from the participants on this particular question was robust, and responses were hand-coded for emergent themes. Seven unique themes emerged during data analysis, including (a) recruitment/retention, (b) community relations, (c) congruence, (d) new learning, (e) new ideas, (f) sustainability, and (g) civic learning and democratic engagement (CLDE) skills. See Figure 6 for a representation of this data.

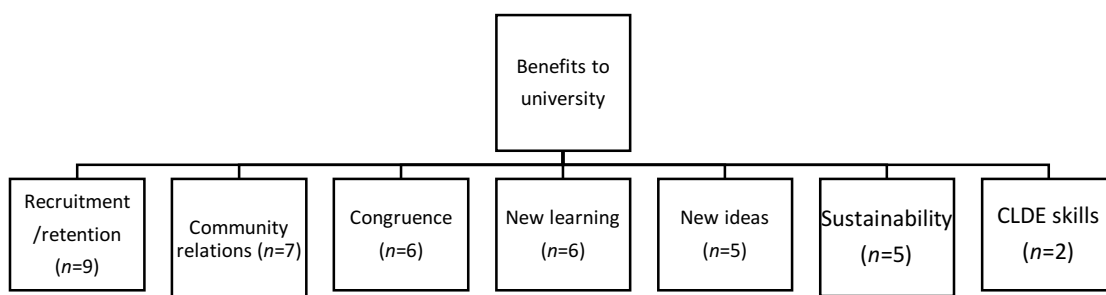


Figure 6. Potential benefits to universities that involve students in anchor strategy.

The most frequently stated benefit to universities was the possibility of this work serving as both a student recruitment and retention tool ($n=9$). One participant stated, “It

is a strong recruitment tool. Millennials want to make a difference in the world and community engagement is something that our students look for and want to have as part of the educational experience” (Delphi Participant 15).

Participants felt incorporating students into the university’s anchor strategy could be a strong move for community relations ($n=7$), citing “improved town-gown relationships” (Delphi Participant 16) as a product of this type of engagement. Another participant shared, “Beyond the community-oriented and educational benefits, students can be a bridge between faculty members and community members/professionals” (Delphi Participant 21).

Several participants mentioned the need for a university to demonstrate congruence ($n=6$) in the way they work with students and the community around anchor strategy. One participant explicitly stated, “Students are one of the greatest, most prolific and abundant resources an institution has [...] and a university is not truly engaged until their students are engaged” (Delphi Participant 17). Another participant concurred, sharing, “Not only are [students] a valuable resource in terms of creativity, energy, and sheer numbers, but they are also the institution’s primary customer. Their connections to civic engagement must mirror the institutional commitment” (Delphi Participant 25).

Challenges to institution. Expert participants were asked to consider the potential challenges or barriers for an institution that aims to involve students in its anchor strategy. Responses from the participants were hand-coded and resulted in five emergent themes, including (a) student capacity, (b) institutional capacity, (c) safety/risk, (d) institutional hesitancy, and (e) student privilege. See Figure 7 for a representation of this data.

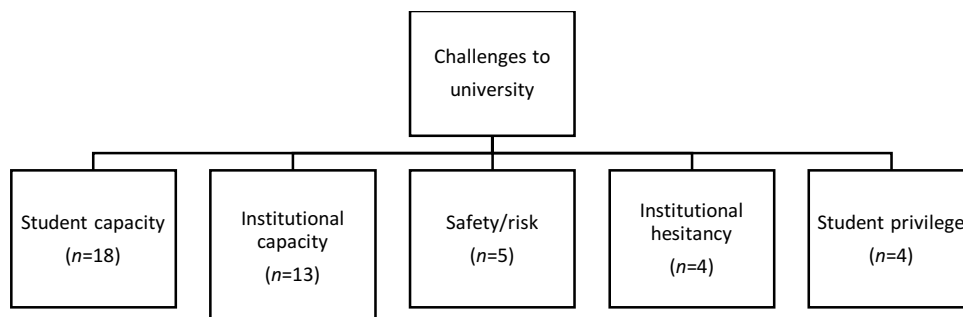


Figure 7. Potential challenges to universities that involve students in anchor strategy.

The most common challenge Delphi participants cited was the lack of overall student capacity ($n=18$) to carry out this work, referring to students' ability, availability, conflicting priorities, and overall willingness to engage. According to Delphi Participant 8:

There are always challenges with engaging students due to scheduling, experience level, and longevity. Specifically, students cannot usually give more than one semester to a project; these projects may take much longer. Students are also learning time management, professionalism, etc., meaning they haven't already acquired and mastered these skills, which can also affect the projects.

Challenges with student privilege ($n=4$) also emerged, with several participants citing examples of student interactions within the community: "The institution also has to be careful about the students' identities and how they carry themselves in the community. Will they be perceived as elite extensions of the powerful anchor or will they be accepted as young learners trying to do good?" (Delphi Participant 8).

Benefits to students. Expert participants were asked to consider the potential benefits that students would experience if they were involved in their institutions' anchor strategies. Responses from the participants were hand-coded and resulted in the following

eight emergent themes: (a) applied learning, (b) career preparation, (c) civic learning and democratic engagement (CLDE) skills, (d) relationship development, (e) transferable skills, (f) value development, (g) persistence, and (h) experiences with diversity. See Figure 8 for a representation of this data.

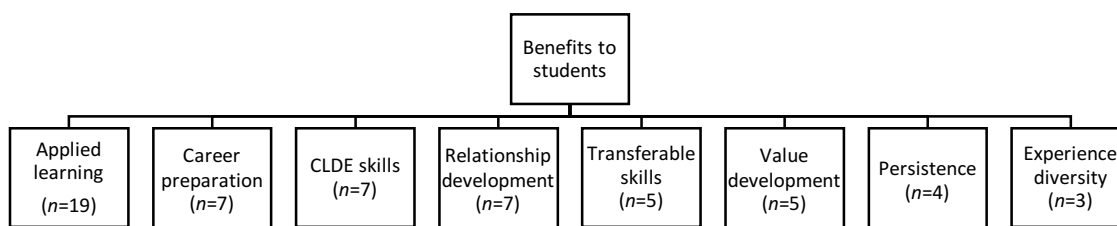


Figure 8. Potential benefits to students who are involved in anchor strategy.

Applied learning ($n=19$) was the most pervasive theme in these responses. Participants defined applied learning as real-world experiences that allowed students to blend theory and practice, resulting in enhanced educational opportunities. One participant stated, “It makes for better education. It helps students connect theory to practice, helps students understand the limits of theory, and helps them understand the fundamental influences of human factors in implementing plans of any kind” (Delphi Participant 21).

Career preparation ($n=7$) was another key theme that emerged during response analysis. One participant stated, “They have rewarding, meaningful, challenging real-world experiences that help them explore careers and prepares them for success personally professionally” (Delphi Participant 11). A few participants even invoked the concept of vocation in the context of career preparation: “Students are able to grow

vocationally through exposure to organizations and collaborative approaches with organizations” (Delphi Participant 3).

Relationship development ($n=7$) also emerged as a theme within this section. Delphi participants referenced the opportunity for students to connect with and learn from community members as a potential benefit to student involvement in anchor strategy:

When we host a monthly community lunch, our students sit and eat with our community members and talk to them about what they are studying and [what] research studies they are doing. Our neighbors love learning more about our students’ work, and it helps to bring a face and personal side of the institution into the community. Often, this is the first time that they have interacted outside of walking next to each other on the street. It helps build a relationship between the institution and community. (Delphi Participant 9)

Challenges to students. Expert participants were also asked to consider the potential challenges that students would experience if they were involved in their institutions’ anchor strategies. Responses from the participants were hand-coded, resulting in the following four emergent themes: (a) student capacity, (b) frustration, (c) student apathy, and (d) student privilege. See Figure 9 for a representation of this data.

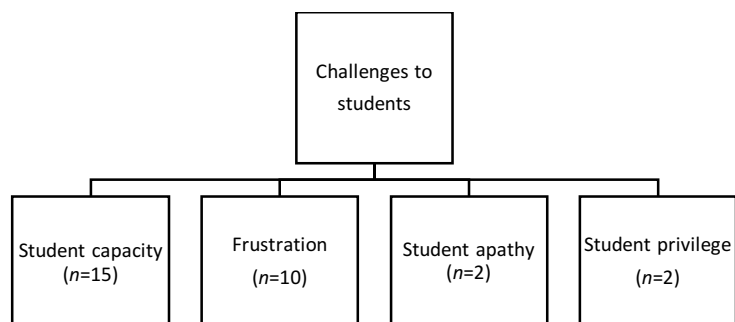


Figure 9. Potential challenges to students who are involved in anchor strategy.

The most prominent theme presented in this data set stemmed from issues with student capacity ($n=15$). Student capacity included challenges ranging from content knowledge to scheduling. Specifically, students have limited time as a result of juggling multiple priorities, including their academics and often their need to earn money while in school. As Delphi Participant 20 pointed out, “Low-income students are strapped for time, often working full-time when they go to school and often racking up large loans. Engagement as part of their education may need to take the back burner or at least not take priority.”

Another key challenge was the frustration ($n=10$) that students often experience when being engaged in this work. These frustrations may stem from unrealistic expectations, the slow nature of change, and not being heard or taken seriously. One expert participant shared, “Students can be challenged to find out how little their voice matters when they are up against budget and operations decisions for the institution as a whole. This can be a learning moment, but it needs to be identified and supported” (Delphi Participant 22).

Finally, as also found in question 3, challenges around student privilege ($n=2$) emerged: “Students’ naiveté about their relative privilege educationally could be taken as a patriarchal attitude by community” (Delphi Participant 21).

Benefits to community. Expert participants were asked to elaborate on any potential benefits that community members might experience if students were involved in anchor strategy. Responses from the 25 participants were hand-coded and resulted in the following four emergent themes: (a) capacity building, (b) community relations, (c) new

ideas and knowledge, and (d) career preparation. See Figure 10 for a representation of this data.

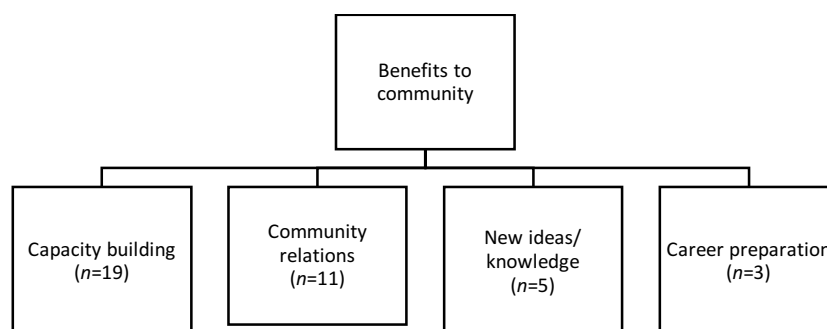


Figure 10. Potential benefits to community if students are involved in anchor strategy.

The most pervasive emergent theme found across the data collected for this question was students’ undeniable ability to provide crucial capacity-building ($n=19$) services to community organizations that are often resource-challenged. As Delphi Participant 4 put it, “Students can be excellent resources for community members, nonprofits, schools [...] helping to provide resources that they don’t have.”

Experts also cited positive community relations ($n=9$) as a benefit to community members when students are involved in anchor strategy. Specifically, “community members also build stronger relationships among each other and with the institutions with which they work, making the neighborhood more appealing for residents and for students” (Delphi Participant 21).

Challenges to community. Expert participants were also asked to consider what challenges community members might face if students became involved in anchor strategy. Responses were hand-coded, resulting in the following four emergent themes:

(a) community capacity, (b) student capacity, (c) reciprocity, and (d) student privilege.

See Figure 11 for a representation of this data.

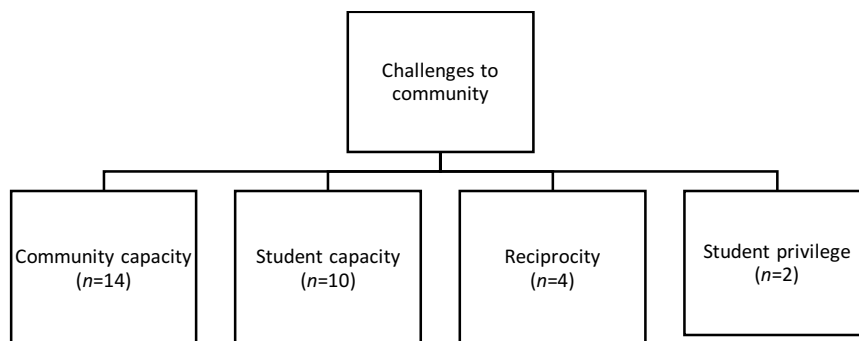


Figure 11. Potential challenges to community if students are involved in anchor strategy.

Responses coded as community capacity ($n=14$) referred to many community organizations' limited ability to work effectively with students due to multiple challenging factors. One expert suggested, "[C]ommunity members often must re-apply energy and teaching to new crops of students. This can take away from individual and organizational effectiveness if students are not properly prepared to work with community-based individuals or organizations" (Delphi Participant 2).

Student capacity ($n=10$) appeared as a recurring theme in regards to challenges community organizations face when students are incorporated into anchor strategy. Delphi Participant 9 stated, "Students come and go with the semester calendar, often making it challenging to communities to have sustainability with any program that involves students."

Known failures or setbacks. Expert participants were asked to share any known failures or setbacks that their institutions had encountered when previously attempting to

involve students in their anchor work. Responses were hand-coded and resulted in the following emergent themes: (a) student capacity, (b) under-prepared faculty, (c) university commitment, (d) student apathy, (e) unrealistic expectations, (f) community buy-in, and (g) experience with diversity. See Figure 12 for a representation of this data.

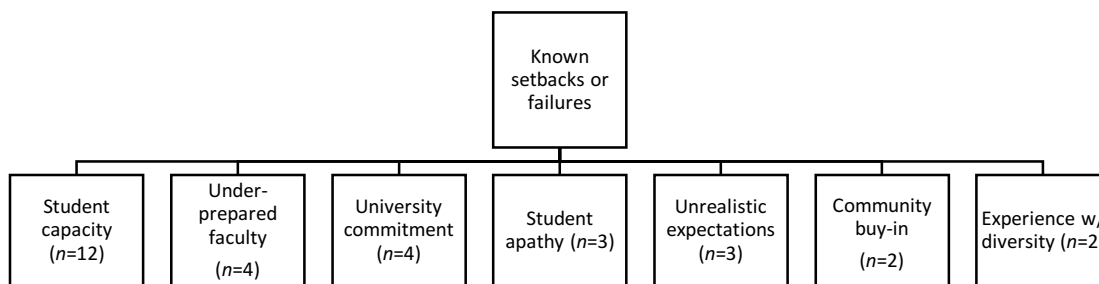


Figure 12. Known failures/setbacks encountered when involving students in anchor strategy.

Some of these categories duplicated those found in previous questions, including student capacity, logistics, and experience with diversity. Student capacity ($n=12$) in this section often pointed out challenges that students had with their schedules and levels of commitment, which ultimately resulted in community partner expectations not being met: “I have seen it when students drop out of experiences [...] it makes the university look bad and unreliable” (Delphi Participant 6).

Under-prepared faculty ($n=4$) was a new emergent theme that articulated the need for further faculty training and development: “Faculty need to be trained to anticipate students’ preconceived notions and assumptions and be ready to challenge those assumptions, based on the student experience. Otherwise, I have seen stereotypes enhanced” (Delphi Participant 2). Several participants shared details about challenges that faculty members faced while engaging with this work. One participant shared:

I can think of one particular example from many years ago involving students tutoring at a local high school. At some point in the year, the [college] student shared her reflection paper with the teacher (part of her reflection included her many negative assumptions about the school given its high poverty). The reflection went on to say how those assumptions were challenged, but the teacher shared the reflection with the high-school students who were deeply hurt and offended by the college student's remarks. It caused a big rift in the entire program and required lots of intervention to repair the damage – which ultimately I don't think ever was. (Delphi Participant 8)

Degree of usefulness of framework. In addition to the qualitative questions reviewed above, 25 expert participants also considered to what degree they thought this framework would be useful at IHEs that aimed to incorporate students into their anchor strategies. This quantitative question was formatted using a 5-point Likert-type scale with the following range: 1-Extremely Useful, 2-Very Useful, 3-Moderately Useful, 4-Slightly Useful, and 5-Not at All Useful. The overwhelming majority of participants considered this framework to be Extremely Useful (10) or Very Useful (9). A lesser number of participants considered this framework to be Moderately Useful (5) or Slightly Useful (1).

Delphi Round 2 Results

On March 2, 2016, Round 2 of the Delphi study was released to 25 participants via an email generated in Qualtrics (see Appendix I). All 25 participants had successfully completed Round 1 of the study and remained eligible for participation in Round 2. The survey was scheduled to remain active for seven days through March 9, 2016. Unique

survey links were utilized to track respondent completion while preserving anonymity. Reminder emails were sent automatically on March 4, March 7, and March 9 to those respondents who had not yet completed the survey. On March 10, one final email was sent offering an extension until March 11 to the remaining non-respondents. In total, 22 of the potential 25 participants completed the survey, representing an 88% retention rate from Round 1 to Round 2 of the study and an overall retention rate of 72% from the beginning of the study.

The survey tool (see Appendix F) consisted of two main sections. The first section consisted of five matrix tables with 66 items total. Matrix tables mirrored each of the five issues areas named in the Anchor Institution Community Benefit Dashboard, including (a) Anchor Mission Alignment; (b) Economic Development; (c) Community Building; (d) Education; and (e) Health, Safety, and Environment. Respondents were asked to rank each of the 66 items using a 4-point Likert-type scale designed to measure its potential impact on students' civic learning and democratic engagement if they were involved in the activities listed. The 4-point scale utilized the following metrics: 1-Strong Positive Impact, 2-Positive Impact, 3-Limited Positive Impact, and 4-No Impact at All. Each matrix table was followed by an open-ended question box aimed at prompting respondents to suggest edits to existing items or additional items to be considered within the section.

The second section of the survey tool consisted of five additional matrix tables that mirrored section one. However, respondents were asked now to rank the items along a 4-point Likert-type scale designed to measure the ease of implementing and incorporating the survey items into an IHE's anchor strategy. The polar scale utilized the

following metrics: 1-Very Easy, 2-Easy, 3-Difficult, and 4-Very Difficult. The section concluded with two open-ended questions. The first question asked respondents to share feedback on the ease of implementing and incorporating matrices they had just completed. The second question offered respondents an opportunity to share with the researcher any thoughts or feedback they had on the survey.

Delphi Round 2 Data and Analysis

Round 2 of the Delphi study asked expert participants to rank 66 unique items across two 4-point Likert-type scales. Results were measured against both scales, which included Impact to Civic Learning and Democratic Engagement (CLDE) and Ease of Implementation and Incorporation into Institutional Anchor Strategy. Additionally, participants were asked to provide qualitative feedback on each survey section to reflect any changes or additions they would like to see made to the items listed in the section. Finally, participants were also asked to share any final thoughts or feedback with the researcher in regards to Round 2 and the research project overall.

The primary measurement in this research study was the impact of anchor strategy engagement on students' civic learning and democratic engagement. In order for an item to be considered for inclusion in the final emergent framework, three distinct measurements were considered. First, the item needed to have a mean score of 2.0 or less, indicating that it had been judged by the expert participants to have a positive impact on students' civic learning and democratic engagement. Additionally, consensus across the group was essential. Two metrics were utilized to measure consensus. The first was interquartile range (IQR), which "is the absolute value of the difference between the 75th and 25th percentiles, with smaller values indicating higher degrees of consensus" (Rayens

& Hahn, 2000, p. 311). In this research study, which utilizes 4-point Likert-type scales, an IQR range of 1.0 or less is substantial in demonstrating strong consensus (Von der Gracht, 2012). Finally, the overall percentage of respondents ranking the item with a 2.0 or less had to reach greater than or equal to 80% for inclusion.

All three measurements needed to reach their specified thresholds in order for an item to be included on the final dashboard. Items that failed to reach the requisite mean but showed strong consensus were excluded from the final dashboard due to their limited impact on students' civic learning and democratic engagement. Items that demonstrated an adequate or borderline mean yet failed to achieve either one or both of the consensus measurements, were included in Round 3 for reexamination by the expert panel. The results of Round 2 in reference to impact to students' civic learning and democratic engagement are represented in Table 9.

Table 9
Round 2 Delphi Results - Impact to Student Civic Learning and Democratic Engagement

Item	<i>n</i>	mean	IQR	≥80%	Decision
Anchor Mission Alignment					
Align service-learning coursework with key anchor institution strategies	22	1.18	0	21	Final
Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g., community-asset mapping)	22	1.36	1	22	Final
Encourage student activism that might lead to better university anchor practices (e.g., students advocating for the university to procure goods locally or to divest endowment funding from carbon)	22	1.68	1	21	Final
Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	22	1.68	1	18	Final
Instill in students a sense that they are part of the broader community outside of the university	21	1.71	2	-	Round 3
Involve students in the evaluation of the university's achievement of anchor institution goals	22	1.73	1	19	Final
Give students responsibility for implementing part of the anchor strategy	22	1.73	1	18	Final
Involve the Student Government Association in anchor institution strategy and planning	22	1.82	1	19	Final

Involve students in the strategic planning process of the institution (e.g., mission statement revisions or update of strategic plan)	22	1.82	1	18	Final
Include students on university committees that develop plans for the institution's anchor strategy (e.g., Anchor Institution Committee)	21	1.86	1	17	Final
Allow students to serve on institutional governing boards (e.g., Board of Trustees)	22	1.91	1	-	Round 3
Encourage student organizations to become knowledgeable about the university's role as an anchor institution	22	1.95	0.75	17	Final
Offer courses that educate students about the anchor strategies of the university	22	2.00	1.5	-	Round 3
Intentionally recruit civically engaged students to the institution	22	2.09	2	-	Round 3
Infuse new student orientation with information about community issues and the university's anchor strategy	22	2.18	1.75	22	Round 3
Hold informational forums for students to learn more about anchor strategy at their institution	22	2.45	1	-	Eliminate
Encourage Greek Life to become knowledgeable about the university's role as an anchor institution	22	2.55	1	-	Eliminate
Economic Development					
Involve students in research projects around local economic development topics connected to an anchor mission (e.g., student local spending, local hiring trends at the University)	22	1.36	1	22	Final

Students provide technical business support to local businesses through service-learning courses (e.g., business plan creation, social media marketing strategy)	22	1.68	1	18	Final
Educate students about local issues of gentrification influenced by the student apartment and home rental market	22	1.77	1	22	Final
Students partner with community members to launch small businesses in the community	22	1.77	1	18	Final
Students launch a "buy local" campaign and encourage other students to patronize local small businesses	22	1.82	1	-	Round 3
Involve students in an evaluation of the university's local economic impact	22	1.82	1.75	-	Round 3
Students intern with local small businesses	22	1.91	1	-	Round 3
Students provide tax-prep services through a service-learning course	22	1.91	1	-	Round 3
Students provide financial education workshops to the community through a service-learning course	22	2.14	1.75	-	Round 3
Students launch their own small businesses within the community	22	2.23	1	-	Eliminate
Involve students in contract negotiations with large campus vendors (e.g., university food service)	22	2.36	1	-	Eliminate
Students intern with the University Procurement office	22	2.55	1	-	Eliminate
Encourage students to live in on-campus housing to limit gentrification in the surrounding community	22	2.82	2	-	Eliminate

Education					
College students bring enrichment activities into local K-12 schools through service-learning courses, (e.g., arts, music, or STEM)	22	1.64	1	20	Final
College students utilize Federal Work Study dollars to fund internships in local public schools	22	1.68	1	19	Final
College students serve as ESL tutors in K-12 schools	22	1.77	1	18	Final
College students provide college access support to local high school students (e.g., completing applications, FASFA, writing essays)	22	1.77	1	18	Final
College students provide support around literacy in K-12 schools (e.g., America Reads)	22	1.86	1	-	Round 3
College students tutor or mentor K-12 students in local after school programs	22	1.95	1.75	-	Round 3
College students serve as coaches for local youth sports teams	22	2.18	1	-	Round 3
College students provide library support services in local schools	22	2.27	1	-	Eliminate
Encourage college students to pursue teacher certification	22	2.41	1	-	Eliminate
College students provide tutoring to K-12 students online	22	2.45	1	-	Eliminate
College students manage a fundraising or supply drive for a local school	22	2.77	1	-	Eliminate
Community Building					
Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	20	1.40	1	19	Final

Students intern with local community development centers	20	1.50	1	19	Final
Involve students in a research project examining capacity of local nonprofits	20	1.55	1	20	Final
Involve students in a research project examining the community Civic Health Index	20	1.55	1	17	Final
Students provide support to local community-based business centers	20	1.90	1	16	Final
Students assist local residents with income-tax filing	20	2.05	1.25	-	Round 3
Students serve on local community advisory boards	20	2.05	2	-	Round 3
Students provide volunteer support during block builds (e.g., Habitat for Humanity)	20	2.15	1	-	Round 3
Students provide financial education workshops to local residents	19	2.26	1	-	Eliminate
Students attend local community advisory board meetings	20	2.35	1	-	Eliminate

Health, Safety, and Environment

Involve nursing and health professions students in service-learning courses connected to community clinics	22	1.27	0.75	22	Final
Students participate in community-engaged research projects examining key community health indicators (e.g., lead paint, asthma triggers)	22	1.27	0.75	22	Final
Law students provide pro-bono legal services to local community members	22	1.36	1	21	Final
Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	22	1.55	1	21	Final

Students help local community residents connect to public benefits such as healthcare	21	1.95	1	17	Final
Students complete neighborhood lighting surveys to assist with public safety	21	2.14	1	-	Eliminate
Involve students in the LEED certification process for new campus buildings	22	2.18	1.75	-	Round 3
Students participate in local community gardens alongside community residents	22	2.18	1	-	Eliminate
Students advocate for the university's endowment dollars to be divested from fossil fuels	22	2.18	1	-	Eliminate
Students advocate for food stamps to be accepted within their campus cafeterias	22	2.27	1	-	Eliminate
Students intern with the university's office of sustainability	22	2.41	1	-	Eliminate
Students participate in community beautification projects (e.g., mural painting, neighborhood cleanup)	22	2.41	1	-	Eliminate
Students participate in local home builds and home repairs (e.g., Habitat for Humanity)	22	2.45	1	-	Eliminate
Students educate their peers about being a good neighbor within the community	22	2.45	1	-	Eliminate
Students participate in town-watch crime prevention program	22	2.45	1	-	Eliminate

The secondary measurement in this Delphi study is the ease of implementation and incorporation of a specific item into a university's anchor strategy. This measurement is secondary because its inclusion is dependent upon whether the item first had a strong

score on the impact to students' civic learning and democratic engagement. Items that did not meet this primary consideration were excluded from the final framework and the secondary measurement was rendered obsolete.

Ease of implementation and incorporation was measured using a 4-point polar Likert-type scale utilized the following metrics: 1-Very Easy, 2-Easy, 3-Difficult, and 4-Very Difficult. The scale is polar since it ranges from one extreme to another. In the final framework, items scoring a mean of 2.0 or less were considered easy, items scoring a mean of 2.1 to 2.9 were considered moderate, and items scoring a mean of 3.0 or above were considered difficult. Effort was also taken to ensure that the ease of implementation and incorporation scale results demonstrated consensus. Items that scored an IQR above 1.0 were included in Round 3 for reconsideration by the panel of experts. The results of Round 2 in reference to ease of implementation and incorporation into an institution's anchor strategy are displayed in Table 10.

Table 10
Round 2 Delphi Results - Ease of Implementation and Incorporation into Anchor Strategy

Item	<i>n</i>	mean	IQR	Include in Round 3
Anchor Mission Alignment				
Hold informational forums for students to learn more about anchor strategy at their institution	21	1.48	1	-
Infuse new student orientation with information about community issues and the university's anchor strategy	21	1.57	1	-
Include students on university committees that develop plans for the institution's anchor strategy (e.g., Anchor Institution Committee)	21	1.86	1	-
Involve the Student Government Association in anchor institution strategy and planning	21	1.95	0	-
Offer courses that educate students about the anchor strategies of the university	20	2.00	1.25	Round 3
Involve students in the strategic planning process of the institution (e.g., mission statement revisions or update of strategic plan)	21	2.05	2	Round 3
Align service-learning coursework with key anchor institution strategies	21	2.05	0	-
Encourage student organizations to become knowledgeable about the university's role as an anchor institution	22	2.05	0	-
Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	22	2.09	0	-
Encourage Greek Life to become knowledgeable about the university's role as an anchor institution	21	2.24	1	-

Allow students to serve on institutional governing boards (e.g., Board of Trustees)	21	2.29	1	-
Intentionally recruit civically engaged students to the institution	21	2.38	1	-
Instill in students a sense that they are part of the broader community outside of the university	21	2.38	1	-
Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g., community-asset mapping)	22	2.55	1	-
Involve students in the evaluation of the university's achievement of anchor institution goals	22	2.64	1	-
Encourage student activism that might lead to better university anchor practices (e.g., students advocating for the university to procure goods locally or to divest endowment funding from carbon)	21	2.67	0.75	-
Give students responsibility for implementing part of the anchor strategy	21	2.90	0.75	-

Economic Development

Students provide tax-prep services through a service-learning course	21	2.00	0	-
Students intern with the University Procurement office	21	2.14	1	-
Students provide financial education workshops to the community through a service-learning course	21	2.14	1	-
Students provide technical business support to local businesses through service-learning courses (e.g., business plan creation, social media marketing strategy)	21	2.14	1	-
Students intern with local small businesses	21	2.14	1	-

Students launch a "buy local" campaign and encourage other students to patronize local small businesses	21	2.48	1	-
Encourage students to live in on-campus housing to limit gentrification in the surrounding community	21	2.52	1	-
Involve students in research projects around local economic development topics connected to an anchor mission (e.g., student local spending, local hiring trends at the University)	21	2.71	1	-
Involve students in an evaluation of the university's local economic impact	21	2.86	1	-
Involve students in contract negotiations with large campus vendors (e.g., university food service)	21	2.86	1	-
Educate students about local issues of gentrification influenced by the student apartment and home rental market	21	2.95	1	-
Students launch their own small businesses within the community	21	3.14	1	-
Students partner with community members to launch small businesses in the community	21	3.14	1	-
Education				
College students manage a fundraising or supply drive for a local school	21	1.90	1	-
College students bring enrichment activities into local K-12 schools through service-learning courses (e.g., arts, music, or STEM)	21	1.95	0	-
College students tutor or mentor K-12 students in local after school programs	21	2.00	0	-
College students provide college access support to local high school students (e.g., completing applications, FASFA, writing essays)	21	2.05	0	Round 3

College students provide library support services in local schools	21	2.14	1	-
College students provide support around literacy in K-12 schools (e.g., America Reads)	21	2.14	1	-
College students serve as ESL tutors in K-12 schools	21	2.14	1	-
College students provide tutoring to K-12 students online	21	2.24	1	-
College students serve as coaches for local youth sports teams	21	2.33	1	-
College students utilize Federal Work Study dollars to fund internships in local public schools	21	2.43	1	-
Encourage college students to pursue teacher certification	21	2.71	1	-

Community Building

Students provide volunteer support during block builds (e.g., Habitat for Humanity)	21	1.67	1	-
Students intern with local community development centers	21	1.71	1	-
Students attend local community advisory board meetings	21	1.86	1	-
Students assist local residents with income-tax filing	21	1.95	1	-
Students provide support to local community-based business centers	21	2.05	1	-
Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	21	2.14	1	-
Involve students in a research project examining capacity of local nonprofits	21	2.29	1	-

Involve students in a research project examining the community Civic Health Index	21	2.38	1	-
Students provide financial education workshops to local residents	21	2.43	1	-
Students serve on local community advisory boards	21	2.76	1	-

Health, Safety, and Environment

Involve nursing and health professions students in service-learning courses connected to community clinics	22	1.95	0	-
Students participate in community beautification projects (e.g., mural painting, neighborhood cleanup)	22	1.59	1	-
Students participate in local home builds and home repairs (e.g., Habitat for Humanity)	22	1.68	1	-
Students participate in local community gardens alongside community residents	22	1.77	1	-
Students intern with the university's office of sustainability	22	2.05	0	-
Law students provide pro-bono legal services to local community members	22	2.09	0.75	-
Students educate their peers about being a good neighbor within the community	22	2.27	1	-
Students help local community residents connect to public benefits such as healthcare	22	2.27	1	-
Students participate in community-engaged research projects examining key community health indicators (e.g., lead paint, asthma triggers)	22	2.27	1	-
Students complete neighborhood lighting surveys to assist with public safety	22	2.32	1	-

Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	22	2.32	1	-
Students participate in town-watch crime prevention program	22	2.36	1	-
Students advocate for food stamps to be accepted within their campus cafeterias	22	2.57	1	-
Involve students in the LEED certification process for new campus buildings	22	2.68	1	-
Students advocate for the university's endowment dollars to be divested from fossil fuels	22	2.73	1	-

As participants completed Round 2, they were asked to share any thoughts, feedback, or edits they wanted to suggest for particular items within each survey section. This step provided participants an opportunity to further define and clarify the items included in the survey. One specific suggestion for editing an existing item was made and two specific suggestions for adding new items were made. These requested changes are listed in Table 11, and they were included in the Round 3 survey for feedback.

Table 11
New or Clarified Items Added to Round 3

Item	Clarified or New
Economic Development	
Students intern with minority-owned businesses in the community	Clarified
Education	
College students provide logistical support to K-12 teachers	New

Item	Clarified or New
College students help to build capacity by interning within key school district offices	New

Delphi Round 3 Results

On March 16, 2016, Round 3, the final round of the Delphi study, was released to 21 respondents via an email generated in Qualtrics (see Appendix J). All 21 participants had successfully completed Rounds 1 and 2 of the study and remained eligible for participation in Round 3. The survey was scheduled to remain active for seven days through March 23, 2016. Unique survey links were utilized to track respondent completion while preserving respondent anonymity. Reminder emails were sent automatically on March 18, March 21, and March 23 to those respondents who had not yet completed the survey. On March 25, one last email was sent offering an extension until March 25 at 11:59 pm to the remaining non-respondents. In total, 19 of the potential 22 participants completed the survey, representing an 86% retention rate from Round 2 to Round 3 of the study and a retention rate of 66% over the course of the entire five-week Delphi study.

The Round 3 online survey tool (see Appendix K) consisted of two main sections. The first section, which examined impacts to students' civic learning and democratic engagement, consisted of five matrix tables with 21 items total. Each of the 21 items either had failed to meet measurements of consensus during Round 1 data analysis, as described above, or they had emerged as new suggestions during Round 1. Matrix tables mirrored each of the five issue areas named in the Anchor Institution Community Benefit Dashboard: (a) Anchor Mission Alignment; (b) Economic Development; (c) Community

Building; (d) Education; and (e) Health, Safety, and Environment. Respondents were asked to rank each of the 21 items along a 4-point Likert-type scale designed to measure the potential impact of each activity on students' civic learning and democratic engagement. The 4-point scale utilized the following metrics: 1-Strong Positive Impact, 2-Positive Impact, 3-Limited Positive Impact, and 4-No Impact at All.

The second section of the survey tool, which examined the ease of implementing and incorporating each item into the institution's anchor strategy, consisted of three matrix tables spanning Anchor Mission Alignment, Economic Development, and Education. There were five items for consideration across all three matrix tables, representing activities that had failed to reach consensus or that were new additions from Round 1. Respondents were asked to rank the items using a 4-point Likert-type scale designed to measure the ease of implementing and incorporating the survey items into IHEs' anchor strategies. The 4-point polar scale utilized the following metrics: 1-Very Easy, 2-Easy, 3-Difficult, and 4-Very Difficult. The section concluded with one open-ended question that offered respondents an opportunity to share with the researcher any thoughts or feedback on the survey.

Delphi Round 3 Data and Analysis

Round 3 of the Delphi study asked expert participants to rank 21 unique items across two 4-point Likert-type scales. Items included in Round 3 either did not reach the required mean and level of consensus in Round 2 for inclusion the final framework, or they were new additions or significant edits to existing items that were suggested by the expert Delphi participants during Round 2 and were now being put forth for a vote in Round 3.

Results were measured against both Likert-type scales, included Impact to Civic Learning and Democratic Engagement (CLDE) and Ease of Implementation and Incorporation into Institutional Anchor Strategy. In order for an item to be considered for inclusion in the final emergent framework, three distinct measurements were considered in a process that mirrored the Round 2 analysis. First, the item needed to have a mean score of 2.0 or less on the civic learning and democratic engagement impact scale. This score indicated that the expert participants had judged the item as having a positive impact on students' civic learning and democratic engagement. Additionally, consensus across the group was essential. Two metrics were utilized to measure consensus, the first of which was IQR. Finally, at least 80% of respondents had to rank the item with a 2.0 or less. All three measurements needed to reach their specified thresholds in order for an item to be included on the final dashboard. The results of Round 3 in reference to impact to student civic learning and democratic engagement are presented in Table 12.

Table 12
Round 3 Delphi Results - Impact to Student Civic Learning and Democratic Engagement

Item	<i>n</i>	mean	IQR	≥80%	Decision
Anchor Mission Alignment					
Instill in students a sense that they are part of the broader community outside of the university	19	1.74	1	15	Final
Offer courses that educate students about the anchor strategies of the university	19	1.89	1	15	Final
Allow students to serve on institutional governing boards (e.g., Board of Trustees)	19	2.05	2	-	Eliminate

Infuse new student orientation with information about community issues and the university's anchor strategy	19	2.11	2	-	Eliminate
Intentionally recruit civically engaged students to the institution	19	2.11	1.5	-	Eliminate
Economic Development					
Students provide tax prep services through a service-learning course	19	1.84	1	16	Final
Students provide financial education workshops to the community through a service-learning course	19	2.00	0	15	Final
*Students intern with minority-owned businesses in the community	19	2.00	1	17	Final
Involve students in an evaluation of the university's local economic impact	19	2.05	0.5	-	Eliminate
Students intern with local small businesses	19	2.11	1	-	Eliminate
Students launch a "buy local" campaign and encourage other students to patronize local small businesses	19	2.11	1	-	Eliminate
Education					
College students tutor or mentor K-12 students in local after school programs	19	1.79	1	16	Final
College students provide support around literacy in K-12 schools (e.g., America Reads)	19	1.84	1	16	Final
College students serve as coaches for local youth sports teams	19	2.16	1	-	Eliminate
*College students provide logistical support to K-12 teachers	19	2.16	1	-	Eliminate
*College students help to build capacity by interning within key school district offices	19	2.16	1	-	Eliminate

Community Building					
Students serve on local community advisory boards	19	1.84	1	15	Final
Students assist local residents with income-tax filing	19	2.11	0	-	Eliminate
Students provide volunteer support during block builds (e.g., Habitat for Humanity)	19	2.47	1	-	Eliminate
Health, Safety, and Environment					
Involve students in the LEED certification process for new campus buildings	19	2.37	1	-	Eliminate
*Denotes new items added for consideration during Round 3 of Delphi surveys					

The secondary measurement in this Delphi study remains the ease of implementing and incorporating a specific item into the university's anchor strategy. This measurement is secondary because its inclusion depends upon whether the item first earned a strong score on the impact to civic learning and democratic engagement scale. Without meeting this primary consideration, the item was automatically excluded from the final framework and the secondary measurement was therefore obsolete.

Ease of implementation and incorporation was measured using a 4-point polar Likert-type scale utilizing the following metrics: 1-Very Easy, 2-Easy, 3-Difficult, and 4-Very Difficult. The scale is polar since it ranges from one extreme to another. In the final framework, items scoring a mean of 2.0 or less were considered easy, items scoring a mean of 2.1 to 2.9 were considered moderate, and items scoring a mean of 3.0 or above were considered difficult. Effort was also made to ensure that the ease of implementation

and incorporation scale results demonstrated consensus. The results of Round 3 in reference to ease of implementation and incorporation into an institution's anchor strategy are presented in Table 13.

Table 13

Round 3 Delphi Results - Ease of Implementation and Incorporation into Anchor Strategy

Item	<i>n</i>	mean	IQR
Anchor Mission Alignment			
Offer courses that educate students about the anchor strategies of the university	19	2.00	2
Involve students in the strategic planning process of the institution	19	2.32	1
Economic Development			
*Students intern with minority-owned businesses in the community	19	2.47	1
Education			
*College students provide logistical support to K-12 teachers	19	2.42	1
*College students help to build capacity by interning within key school district offices	19	2.42	1
*Denotes new items added to Round 3 of Delphi surveys			

Student Anchor Engagement Framework

The framework developed in Rounds 1-3 of the Delphi study was formally named the Student Anchor Engagement Framework. Overall, 36 unique items met all criteria to be included in the final framework. The criteria included a specified mean of ≤ 2.0 , a specified IQR of ≤ 1.0 , and overall consensus of $\geq 80\%$. Table 14 illustrates this framework, with each section organized according to mean (lowest to highest). A mean

of 1.0-2.0 demonstrates that the included items have the potential to impact student civic learning and democratic engagement, as judged by the expert Delphi participants.

The Student Anchor Engagement Framework is organized into five categories based on The Democracy Collaborative's Anchor Dashboard issue areas, including (a) Anchor Mission Alignment; (b) Economic Development; (c) Community Building; (d) Education; and (e) Health, Safety, and Environment. The final framework also displays a value representing the ease of implementing and incorporating the item into the university's overall anchor strategy. In Table 14, this value is represented by a number ranging from 1.0 to 4.0 on the following metric scale: 1-Very Easy, 2-Easy, 3-Difficult, and 4-Very Difficult. In Appendix L, the Student Anchor Engagement Framework is color-coded to represent the ease of implementation/incorporation values. Green indicates easy and represents a mean of 1.0 to 2.0. Yellow indicates moderate and represents a mean of 2.1 to 2.9. Finally, red represents difficult, with a mean of 3.0 to 4.0.

Table 14
Final Student Anchor Engagement Framework

Item	<i>n</i>	mean	IQR	≥80%	Final Round 3 Eliminate	Ease of Implem/ Incorp.
Anchor Mission Alignment						
Align service-learning coursework with key anchor institution strategies	22	1.18	0	21	Final	2.05
Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g., community-asset mapping)	22	1.36	1	22	Final	2.55
Encourage student activism that might lead to better university anchor practices (e.g., students advocating for the university to procure goods locally or to divest endowment funding from carbon)	22	1.68	1	21	Final	2.67
Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	22	1.68	1	18	Final	2.09
Involve students in the evaluation of the university's achievement of anchor institution goals	22	1.73	1	19	Final	2.64
Give students responsibility for implementing part of the anchor strategy	22	1.73	1	18	Final	2.90
Instill in students a sense that they are part of the broader community outside of the university	19	1.74	1	15	Final	2.38

Involve the Student Government Association in anchor institution strategy and planning	22	1.82	1	19	Final	1.95
Involve students in the strategic planning process of the institution (e.g., mission statement revisions or update of strategic plan)	22	1.82	1	18	Final	2.05
Include students on university committees that develop plans for the institution's anchor strategy (e.g., Anchor Institution Committee)	21	1.86	1	17	Final	1.86
Offer courses that educate students about the anchor strategies of the university	19	1.89	1	15	Final	2.00
Encourage student organizations to become knowledgeable about the university's role as an anchor institution	22	1.95	0.75	17	Final	2.05
Economic Development						
Involve students in research projects around local economic development topics connected to an anchor mission (e.g., student local spending, local hiring trends at the university)	22	1.36	1	22	Final	2.71
Students provide technical business support to local businesses through service-learning courses (e.g., business plan creation, social media marketing strategy)	22	1.68	1	18	Final	2.52
Educate students about local issues of gentrification influenced by the student apartment and home rental market	22	1.77	1	22	Final	2.24

Students partner with community members to launch small businesses in the community	22	1.77	1	18	Final	3.14
Students provide tax prep services through a service-learning course	19	1.84	1	16	Final	2.00
Students intern with minority-owned businesses in the community	19	2.00	1	17	Final	2.47
Students provide financial education workshops to the community through a service-learning course	19	2.00	0	15	Final	2.24
Education						
College students bring enrichment activities into local K-12 schools through service-learning courses, (e.g., arts, music, or STEM)	22	1.64	1	20	Final	1.95
College students utilize Federal Work Study dollars to fund internships in local public schools	22	1.68	1	19	Final	2.43
College students serve as ESL tutors in K-12 schools	22	1.77	1	18	Final	2.14
College students provide college access support to local high school students (e.g., completing applications, FASFA, writing essays)	22	1.77	1	18	Final	2.05
College students tutor or mentor K-12 students in local after school programs	19	1.79	1	16	Final	2.00
College students provide support around literacy in K-12 schools (e.g., America Reads)	19	1.84	1	16	Final	2.14

Community Building						
Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	20	1.40	1	19	Final	2.14
Students intern with local community development centers	20	1.50	1	19	Final	1.71
Involve students in a research project examining capacity of local nonprofits	20	1.55	1	20	Final	2.29
Involve students in a research project examining the community Civic Health Index	20	1.55	1	17	Final	2.38
Students serve on local community advisory boards	19	1.84	1	15	Final	2.76
Students provide support to local community-based business centers	20	1.90	1	16	Final	2.05
Health, Safety, and Environment						
Involve nursing and health professions students in service-learning courses connected to community clinics	22	1.27	0.75	22	Final	1.95
Students participate in community-engaged research projects examining key community health indicators (e.g., lead paint, asthma triggers)	22	1.27	0.75	22	Final	2.27
Law students provide pro-bono legal services to local community members	22	1.36	1	21	Final	2.09

Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	22	1.55	1	21	Final	2.32
Students help local community residents connect to public benefits such as healthcare	19	1.94	0.7 5	-	Final	2.27

An additional 33 items suggested during Rounds 1 and 2 of the Delphi study were ultimately eliminated from the final framework. Eliminated items failed to reach the specified mean (≤ 2.0), IQR range ≤ 1.0 , or overall consensus ($\geq 80\%$). Table 15 lists each of the excluded items and provides relevant data on mean in regards to civic learning and democratic engagement, IQR value, overall consensus, and the mean of ease of implementation and incorporation.

Table 15
Items Eliminated from the Student Anchor Engagement Framework

Item	<i>n</i>	mean	IQR	≥80 %	Final Round 3 Eliminate	Ease of Implem/ Incorp.
Anchor Mission Alignment						
Allow students to serve on institutional governing boards (e.g., Board of Trustees)	19	2.05	2	-	Eliminate	2.29
Infuse new student orientation with information about community issues and the university's anchor strategy	19	2.11	2	-	Eliminate	1.57
Intentionally recruit civically engaged students to the institution	19	2.11	1.5	-	Eliminate	2.38
Hold informational forums for students to learn more about anchor strategy at their institution	22	2.45	1	-	Eliminate	1.48
Encourage Greek Life to become knowledgeable about the university's role as an anchor institution	22	2.55	1	-	Eliminate	2.24
Economic Development						
Involve students in an evaluation of the university's local economic impact	19	2.05	0.5	-	Eliminate	2.86
Students intern with local small businesses	19	2.11	1	-	Eliminate	2.14
Students launch a "buy local" campaign and encourage other students to patronize local small businesses	19	2.11	1	-	Eliminate	2.48
Students launch their own small businesses within the community	22	2.23	1	-	Eliminate	3.14

Involve students in contract negotiations with large campus vendors (e.g., university food service)	22	2.36	1	-	Eliminate	3.14
Students intern with the University Procurement office	22	2.55	1	-	Eliminate	2.14
Encourage students to live in on-campus housing to limit gentrification in the surrounding community	22	2.82	2	-	Eliminate	2.95

Education

College students serve as coaches for local youth sports teams	19	2.16	1	-	Eliminate	2.33
College students provide logistical support to K-12 teachers	19	2.16	1	-	Eliminate	2.42
College students help to build capacity by interning within key school district offices	19	2.16	1	-	Eliminate	2.42
College students provide library support services in local schools	22	2.27	1	-	Eliminate	2.14
Encourage college students to pursue teacher certification	22	2.41	1	-	Eliminate	2.71
College students provide tutoring to K-12 students online	22	2.45	1	-	Eliminate	2.24
College students manage a fundraising or supply drive for a local school	22	2.77	1	-	Eliminate	1.90

Community Building

Students assist local residents with income tax filing	19	2.11	0	-	Eliminate	1.95
Students provide financial education workshops to local residents	19	2.26	1	-	Eliminate	2.43

Students attend local community advisory board meetings	20	2.35	1	-	Eliminate	1.86
Students provide volunteer support during block builds (e.g., Habitat for Humanity)	19	2.47	1	-	Eliminate	1.67

Health, Safety, & the Environment

Students complete neighborhood lighting surveys to assist with public safety	21	2.14	1	-	Eliminate	2.32
Students participate in local community gardens alongside community residents	22	2.18	1	-	Eliminate	1.77
Students advocate for the university's endowment dollars to be divested from fossil fuels	22	2.18	1	-	Eliminate	2.73
Students advocate for food stamps to be accepted within their campus cafeterias	22	2.27	1	-	Eliminate	2.57
Involve students in the LEED certification process for new campus buildings	19	2.37	1	-	Eliminate	2.68
Students intern with the university's office of sustainability	22	2.41	1	-	Eliminate	2.05
Students participate in community beautification projects (e.g., mural painting, neighborhood cleanup)	22	2.41	1	-	Eliminate	1.59
Students participate in local home builds and home repairs (e.g., Habitat for Humanity)	22	2.45	1	-	Eliminate	1.68
Students educate their peers about being a good neighbor within the community	22	2.45	1	-	Eliminate	2.27
Students participate in town-watch crime prevention program	22	2.45	1	-	Eliminate	2.36

Phase 2: Focus Groups

The second phase of data in this research study was collected qualitatively through two focus groups. Focus group participants were all students at Drexel University. In this part of the study, student focus group participant feedback was an essential part of ensuring a democratically engaged approach to data collection. By including student voices in the final formulation of a Drexel-specific Student Anchor Engagement Framework, the researcher worked to ensure that diverse and relevant voices had an opportunity to make their thoughts, opinions, and feedback heard and incorporated into the final product.

Focus Group Participants

A purposeful sampling technique was utilized in this methodology. Students were selected intentionally for participation based upon their affiliation with the university's Lindy Center for Civic Engagement and their ability to contribute to a conversation about the emergent framework, as perceived by the researcher. Students were sent a research brief in advance of the focus group to help them prepare and to ensure that everyone had a baseline of common knowledge. The research brief provided details about the research study, defined key terminology, and shared information about The Democracy Collaborative's Anchor Institution Community Benefit Dashboard, which was heavily referenced throughout this study. (See Appendix M for this research brief.)

On March 29, 2016, nine Drexel students participated in one of two 90-minute focus group sessions. The sessions were held in a conference room at the Lindy Center for Civic Engagement, located on Drexel University's main campus. Refreshments were provided. Five students attended the first session, which began promptly at 4:00pm and

concluded by 5:30pm. Four students attended the second session, which began promptly at 6:00pm and concluded at 7:30pm.

The researcher explained to participants the study's purpose and verbally reviewed the research consent forms. Students were then asked to sign the consent form and answer a brief survey on demographics. Students were assured that their participation in this research study would have no effect on their academic standing or involvement with the Lindy Center for Civic Engagement. Students were also assured of their anonymity throughout the process and were assigned codes, Student 1 through Student 9. (See Appendix N for a sample of the student consent form.)

The draft emergent framework formulated through the Delphi study was shared with each student and they were given ten minutes to review it. Once students were done reviewing framework, the researcher began audio-recording the session. Then, students were asked a series of semi-structured questions to elicit their feedback on the framework. The researcher requested that students utilize their coded names, Student 1 through Student 9, when referring to themselves and others in order to preserve anonymity and aid in the transcription process. (See Appendix B for the focus group research protocol, including the questions asked of each group.)

Focus Group Data and Analysis

Qualitative data was collected during both focus groups via a series of open-ended questions. Focus group discussions were transcribed and analyzed utilizing a hand-coding process. *A priori* codes derived from the focus group's key questions were used in the coding process. The following codes were included: (a) Involvement in Anchor Strategy, (b) Benefits to Students, (c) Challenges to Students, (d) Benefits to University, (e)

Challenges to University, (f) Benefits to Community, and (g) Challenges to Community.

Expressions of *a priori* codes were identified and enumerated each time a unique individual mentioned the theme throughout the duration of the focus group. Descriptive and in vivo codes were also identified (Miles et al, 2014) and distilled into a list of emergent codes associated with each *a priori* code. A master list (Johnson & Christensen, 2014) of the *a priori* and emergent codes are displayed in Table 16. The following subsections share information about the *a priori* codes and expressions of emergent themes found within.

Table 16
Focus Group A Priori and Emergent Code Distribution

<i>A priori</i> codes	Emergent codes	<i>n</i>
Student involvement in anchor strategy		
	Co-curricular	13
	Experiential education	4
	Research	4
	Academic courses	2
	Other forms	4
Benefits to students		
	Transferable skills	9
	Civic learning and democratic engagement (CLDE) skills	7
	Applied learning	7
	Academic courses	5
	Relationship development	5
Challenges to students		
	Student capacity	5
	Early engagement	3
	Institutional support	2
Benefits to university		
	Community relations	5
	Student satisfaction	3
	Congruence	3
Challenges to university		
	Student capacity	5
	Student apathy	5
	Sustainability	2
Benefits to community		
	Relationship development	6
	New ideas and knowledge	3
	Capacity building	2
Challenges to community		
	Misguided assistance	5
	Minimized community input	3
	Sustainability	2

Involvement in anchor strategy. The first *a priori* code to be enumerated was student involvement in the anchor strategy, as described by the emergent framework.

This code was one of the most prevalent within the data set, with 26 unique expressions from participants regarding their involvement. Further analysis of this theme resulted in the identification of five emergent themes, including (a) co-curricular, (b) experiential education, (c) research, (d) academic courses, and (e) other forms. These emergent themes are represented in Figure 13.

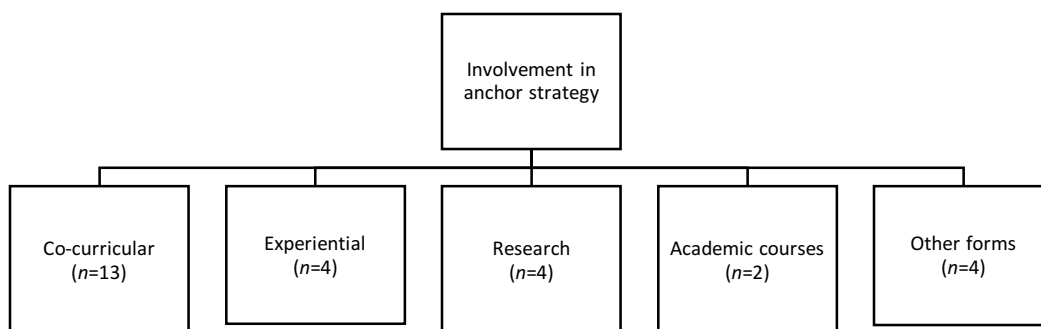


Figure 13. Student involvement in anchor strategy.

Co-curricular engagement. The first and most pervasive emergent theme identified within this category was co-curricular engagement ($n=13$). Students discussed their current involvement in co-curricular activities that correlated with items listed on the Student Engagement Anchor Dashboard, including serving as tutors and mentors to K-12 students and providing college access supports:

I've done work with high-school mentoring a couple of years ago through the Lindy Center, providing college access support. I've also done tutoring programs for middle-school students through the Lindy Scholars and also the Summer Bridge program that we had a couple of years ago. (Focus Group Participant 1)

Other co-curricular engagements included student activism, with one focus group participant stating (examples are noted in italics):

The one that stands out to me the most that I have personally related to was *encourage student activism that might lead to better university anchor practices*.

I've been involved with a lot of student organizations that are advocating for that. I think that's a big place where Drexel can come the other way and meet us.

(Focus Group Participant 9)

The student later elaborated, "I am involved with the Sierra Club and we've been working on trying to get general recycling products increased [by the university]. Just better practices for recycling, ideally switching to composting for the dining halls"

(Focus Group Participant 9).

Experiential education. The second emergent theme identified within this category was experiential education ($n=4$). Students discussed their connection to anchor work through cooperative education (co-op), internships, and other forms of experiential education at Drexel University. One student shared thoughts about specific examples included in the framework:

I would say my co-op fits with [the item] *Provide internships or co-op opportunities for students to work closely with university administration who are in charge of implementing anchor strategy*. I co-oped for University-Community Partnerships, which is the office that deals with basically exactly doing this.

(Focus Group Participant 7)

Research. The third emergent theme identified within this category was research ($n=4$). Focus group participants discussed their involvement in several community-based

research opportunities that aligned with items on the Student Engagement Anchor Dashboard:

I think the main thing that I've done as part of my public health experience is [the item] Students participate in community-engaged research projects examining key community health indicators. Another [item] is looking at Mapping the perceptions of community and the environmental hazards in the community.

(Focus Group Participant 2)

Academic courses. The fourth emergent theme identified within this category was coursework ($n=2$). One student shared his/her experiences exploring anchor strategy through coursework:

I'm currently taking Public Health 101 and that's just a class that really makes students aware of different problems with public health and different things that we're facing and ideas that we brainstorm to solve these problems and come up with solutions. I think it would be great to incorporate more classes that make students aware. (Focus Group Participant 8)

Other forms. The final emergent theme reflected on engagement opportunities that students felt should be part of the Student Engagement Anchor Dashboard but were not ultimately listed. These missing items ($n=4$) ranged from organizing health events to assisting with workforce development to simply developing relationships with community members:

I've developed relationships with community members, such that if I see them on the street, I would stop and talk to them for 10 or 15 minutes. If I see them, I say, "Hi." I've ran into people at the store, like Home Depot. [...] I don't know if

there's anything on [the framework] about kind of like facilitating neighbor relationships between students and community. (Focus Group Participant 1)

This concept of informal relationship development mentioned in this section will continue to emerge as a significant theme throughout analysis of the focus group data.

Benefits to students. The second *a priori* code to be enumerated was benefits *experienced by students who were involved in anchor strategy*. This code was the most prevalent within the data set, with 34 unique expressions from participants regarding known benefits. Further analysis of this theme resulted in the identification of five emergent themes, including (a) transferable skills, (b) civic learning and democratic engagement (CLDE) skills, (c) applied learning, (d) academic courses, and (e) relationship development. These emergent themes are displayed in Figure 14.

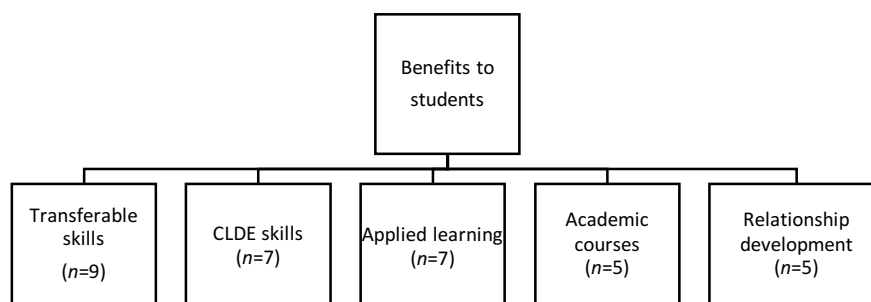


Figure 14. Benefits to students when they are involved in anchor strategy.

Transferable skills. The first and most pervasive emergent theme is transferable skills ($n=9$). Students overwhelmingly recognized the inherent value of involvement in anchor strategy as helping them develop skills that could be utilized in other facets of their lives. One participant suggested, “It helps give you those transferable skills that

everyone keeps mentioning of being able to help you learn how to network. How to connect with people who might not necessarily look like you is another big thing” (Focus Group Participant 4). Another participant identified a benefit closely linked to her future career path:

One of my professional goals is to be a clinical psychologist and I really want to bring psychological services to different populations that don’t always have these health benefits. Through my work here, I just learned even more how to work with people that are different from myself and also how to connect and interact with people on a more meaningful level. (Focus Group Participant 7)

Civic learning and democratic engagement (CLDE) skills. The second emergent theme was civic learning and democratic engagement (CLDE) skills ($n=7$). Students discussed how involvement in anchor strategy would benefit them by helping them become more informed and participatory citizens. One student referenced this concept, stating:

I think all of these goals and the general goal of being engaged with the community and knowing the members of the community and being comfortable working with them are important. As it says in the mission, being able to work with people who have different backgrounds than you, who have different values or grew up in different ways or come from different circumstances. Being exposed to all of those things opens your eyes, gives you a lot of perspective, and helps you grow as a person. (Focus Group Participant 8)

Applied learning. The third emergent theme was applied learning ($n=7$). Closely related to transferable skills, applied learning directly connects with a student's ability to apply what is learned in class to his or her involvement in anchor strategy:

It's one thing to learn all of these facts and be tested on it and be able to regurgitate information, but to be able to apply it in a real-world circumstance and be able to apply it to the community. Say we learned about this specific environmental problem in class, and does it apply to our community? If so, in what ways? All these goals definitely give us that opportunity to apply. I think any situation where we're able to apply our knowledge is a learning opportunity.

(Focus Group Participant 8)

Academic courses. The fourth emergent theme was academic courses ($n=5$). Students seemed intrigued by the idea that anchor strategy could be integrated into coursework, especially their existing coursework. One student suggested, "If we can get a sociology class and tailor the data to our Promise Zone and stuff like that, it's just another way to educate the incoming freshmen or whoever has to take [the course], as part of a more Drexel-centered way of learning" (Focus Group Participant 7).

Relationship development. The fifth and final emergent theme was relationship development ($n=5$). This theme was reiterated from earlier inclusion in the question that asked about student involvement in anchor strategy. Students across both focus groups repeatedly indicated that having the opportunity to interact and develop relationships with community members was a benefit to being involved in anchor strategy:

Drexel sits in Philadelphia [...] [we] can be so wrapped up in everything [we] forget – oh, yeah, there are people who are just in the community in the West

Philadelphia area besides just us on Drexel's campus. I feel like it will help people to be able to be more responsible citizens, as well helping them to get out of their comfort zones and talk and engage with the community. Also, showing the community that we as students care about what goes on in the West Philadelphia area. (Focus Group Participant 4)

Challenges to students. The third *a priori* code to be enumerated was challenges experienced by students who are involved in anchor strategy. This was the least prevalent code in the data set, with only 10 unique expressions from participants regarding known challenges. Further analysis of this theme resulted in the identification of three emergent themes, including (a) student capacity, (b) early engagement, and (c) institutional culture. These emergent themes are displayed in Figure 15.

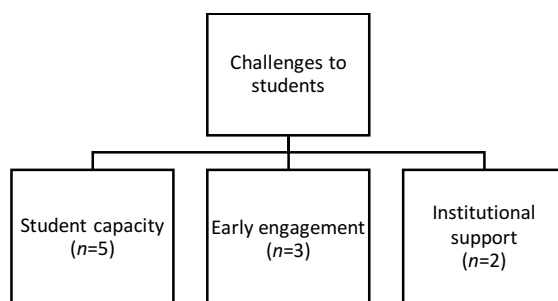


Figure 15. Challenges to students when they are involved in anchor strategy.

Student capacity. The first emergent theme identified in this section was student capacity ($n=5$). Multiple students referenced the challenges of scheduling and time management when faced with a full course load and other life responsibilities: “One of the barriers is being a student and the commitment that comes [with being engaged] and taking the full course load and all of the classes” (Focus Group Participant 8).

Early engagement. The need for more explicit early engagement opportunities was another emergent theme ($n=3$). Participants referenced the need for structured, easy ways to engage students in this work early on during their time at Drexel: “Instilling the sense of community within students from the beginning, from the second they get here, will make them definitely feel like it’s not an extra thing, but it’s just a daily routine they feel like they need to do” (Focus Group Participant 8).

Institutional support. Another potential challenge articulated by the focus group was a lack of institutional support ($n=2$). One student elaborated:

I think there’s a lot of barriers, just institutional culture at certain levels. From experience, [it seems that] higher senior-title officials tend to not put much merit on student thoughts, even when those student thoughts may be good. Even if it’s an idea that may need some development. (Focus Group Participant 5)

Benefits to university. The fourth *a priori* code to be enumerated was benefits experienced by the university when involving students in anchor strategy. This code was moderately represented within the data set, with 12 unique expressions from participants regarding known benefits. Further analysis of this theme resulted in the identification of three emergent themes, including (a) community relations, (b) student satisfaction, and (c) congruence. These emergent themes are displayed in Figure 16.

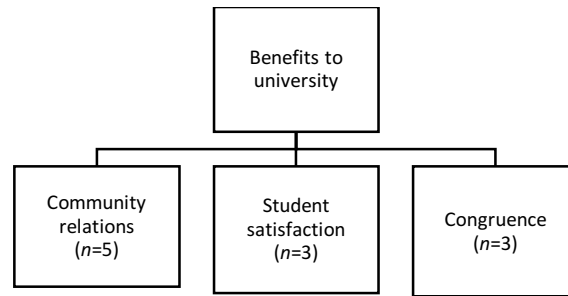


Figure 16. Benefits to university when students are involved in anchor strategy.

Community relations. The most pervasive theme within this section was community relations ($n=5$). When considering potential benefits to universities that involve students in anchor strategy, focus group participants discussed the ability of student involvement to boost institutional image, both broadly and within the local community: “I feel like a lot of people would have more interest and support in Drexel. Not even only the students and community, but just, like, globally” (Focus Group Participant 3).

Student satisfaction. Another emergent theme was student satisfaction ($n=3$). Students described how their involvement in anchor strategy could boost student pride in their institution. One student stated:

I think some of the benefits are students having more pride in their university because they’re able to help craft the strategy. I also think it decreases your liability of having student protests on campus. I also think, I guess you would call it morale or school spirit. It fosters school pride. (Focus Group Participant 5)

Congruence. The final theme that emerged in this section was congruence ($n=2$). Students shared reflections on the university's responsibility to involve students, a key stakeholder group, in the institution's top priorities:

[President] John Fry wants us to be the most civically engaged university. I think then, what's a university without its students? I mean it would look really odd if they didn't incorporate students into their number one mission. It would add a benefit simply because it's almost obvious that they should invite people in.

(Focus Group Participant 7)

Challenges to university. The fifth *a priori* code to be enumerated was challenges experienced by the university when involving students in anchor strategy. This code was moderately represented within the data set, with 15 unique expressions from participants regarding known challenges. Further analysis of this theme resulted in the identification of three emergent themes, including (a) student capacity, (b) student apathy, and (c) sustainability. These emergent themes are displayed in Figure 17.

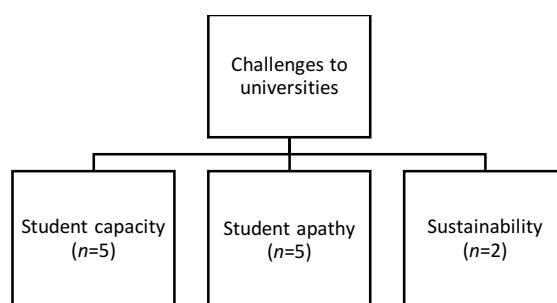


Figure 17. Challenges to universities when students are involved in anchor strategy.

Student capacity. The first emergent theme in this section is student capacity ($n=5$), which was identified several times as a challenge when engaging in anchor strategy work. Focus group participants continued the discussion around the challenges associated with student schedules and keeping students engaged in anchor strategy over time: “I also think another challenge [when] working with students is, everyone is busy. Trying to incorporate into schedules, especially with 10-week quarters, everyone has stuff to do all the time” (Focus Group Participant 7).

Student apathy. Another key challenge with which universities must contend when involving students in their anchor strategies is student apathy ($n=5$). Focus group participants cited some students’ poor attitudes, disinterest, and overall unwillingness to engage as a challenge that must be faced. One student shared:

Another problem working with students is not everyone is always going to want to do something. They might make a bad representation of Drexel simply because they’re not super into what they’re doing [...] If you get someone who’s doing the service, who’s there and half doing their job and half sitting around, that’s representing Drexel poorly. (Focus Group Participant 7)

Sustainability. The final emergent theme when considering the challenges faced by universities involving students in anchor strategy was sustainability ($n=2$). Differing slightly from student capacity, the nature of sustainability as a challenge stemmed more from the institution’s ability to keep student-led initiatives going after key students graduate and move on:

I also think a challenge for the university is ensuring continuity. If you have students that do a really great project that really catches on in the community,

everyone loves it, and it's something we're praised for. And that student graduates, [then] the university has to have a structure where either other students get involved in that project or the university is going to put resources into the project to make sure that it lasts until someone else is interested in it. (Focus Group Participant 5)

Benefits to community. The sixth *a priori* code to be enumerated was benefits experienced by the community when students were involved in anchor strategy. This code was moderately represented within the data set, with 12 unique expressions from participants regarding known benefits. Further analysis of this theme resulted in the identification of three emergent themes, including (a) relationship development, (b) new ideas and knowledge, and (c) capacity building. These emergent themes are displayed in Figure 18.

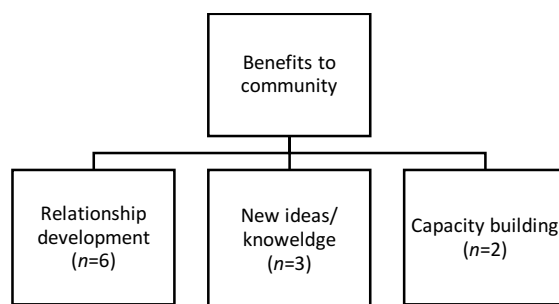


Figure 18. Benefits to community when students are involved in anchor strategy.

Relationship development. The most pervasive emergent theme within this section was relationship development ($n=6$). This theme specifically addressed the potential for students and community members to forge authentic relationships. This

theme was also referenced heavily in the section addressing benefits experienced by students who were involved in anchor strategy. Focus group participants mentioned that the development of community member-student relationships ultimately was a great benefit to all parties involved, including the community members: “I also think just the general building and strengthening of community and student relationships will break down that wall and will open doors for much more beneficial relationships and collaborations” (Focus Group Participant 9).

New ideas and knowledge. Another theme that emerged during this section was new ideas and knowledge ($n=3$). Students grasped that their educational experiences resulted in tangible technical skills and knowledge that could be applied practically for community benefit:

As you are going through your college career, you’re getting a lot of skills and I think it’s really nice to be able to turn around and help share those skills and teach community members. That’s something I think is very important because you don’t just want to do things for them. You want to work with them and show them how to do things. (Focus Group Participant 9)

Capacity building. The final emergent theme within benefits that community members experience when students are involved in anchor strategy is capacity building ($n=2$). Students discussed ways in which they had noticed the increased capacity of organizations that utilized their assistance:

It gives [community] additional resources to face certain problems or achieve certain goals. For example, [...] I tutor at the elementary school and in a specific classroom that I work in, there are a few students who are differentiated or

classified as a little bit more behind the rest of the class. In a classroom where there's one teacher and multiple students, it's hard to afford those students the one-on-one attention that they would definitely benefit from. (Focus Group Participant 8)

Challenges to community. The seventh and final *a priori* code to be enumerated was challenges faced by the community when students were involved in anchor strategy. This was one of the least prevalent codes, with the data set comprised of only 11 unique expressions from participants regarding known challenges. Further analysis of this theme resulted in the identification of the following three emergent themes: (a) misguided assistance, (b) minimized community input, and (c) sustainability. These emergent themes are displayed in Figure 19.

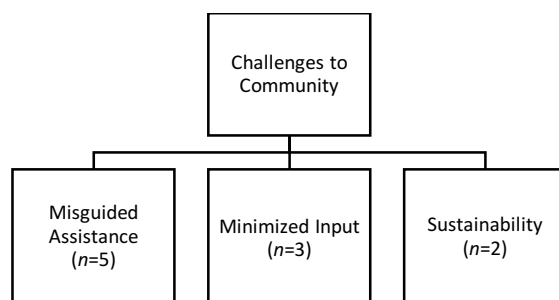


Figure 19. Challenges to community when students are involved in anchor strategy.

Misguided assistance. The most pervasive theme in this section was misguided assistance ($n=5$). Students discussed resources and assistance being offered to solve a problem that the community had never clearly articulated was an issue:

I think a potential challenge to the community is us intruding where we're not needed or we're not wanted. I think a way to come up with solutions or prevent

that from happening is listening to the community. Are we really listening to what the community is saying, to what the people are saying about how they view it?

Do they really think that it's a problem? (Focus Group Participant 8)

Minimized community input. The next theme to emerge was minimized community input ($n=3$). Students articulated potential challenges surrounding the minimization of community voice and input if students were more intentionally included in anchor strategy as another key stakeholder. One participant stated:

I think a potential challenge or disadvantage for community members if students are involved in the anchor strategy is [that] between students or community members, who's more important to the Drexel administration? I feel like potentially, community members, their views, their opinions could be minimized, ostracized. Who needs to be happy, the students or the community members?

(Focus Group Participant 1)

Sustainability. Finally, the last emergent theme in this section was sustainability ($n=2$). In this instance, students explicitly commented on the transitional nature of students and the inevitable lack of continuity among students participating in any one form of engagement term after term: "A challenge might be if community people see a new name and a face and then that face changes on you every three months or six months. It's hard, especially in the early days of the program getting started" (Focus Group Participant 5).

Feedback on emergent framework. Student focus group participants were also asked to share their overall thoughts on the emergent framework's structure and content. The majority of students voiced that they found the framework clear and easy to

understand; they also said it helped them better articulate ways in which they currently were or could be involved in anchor strategy. One participant said, “I think this is a really good list of getting students involved in anchor institution strategy. I think it’s a list of really interesting and implementable things that a university could do to really get students involved” (Focus Group Participant 5).

However, several students shared that they felt the issue area categories overlapped and were interconnected. They also shared that they did not necessarily agree with the ease of implementation and incorporation scores assigned to each category. One student shared that some items seemed easier than indicated: “I feel like some of these aren’t really moderate. I think they’re easy because a lot of students already do this stuff” (Focus Group Participant 4). Another student had the opposite reaction and felt that a few were more challenging than their scores indicated:

Instill in students a sense that they are part of a broader community outside of the university. Encourage student organizations to become knowledgeable of the university’s role as an anchor institution. Encourage student activism that might lead to better university anchor practices. I think those three [items in the framework] would be especially better characterized as difficult. I think that those three really involve a change in the mindset of the student population. It seems like they’re almost a complete shift in thinking. (Focus Group Participant 1)

Additionally, several students articulated potential student involvement in anchor strategy that had not been articulated on the final emergent framework. One item that emerged multiple times across both focus groups was the importance of having the opportunity for informal interactions with the community:

The one thing that I thought was missing [...] [is] just more room for community interaction [...] literally dinner for students to be in the same room talking to community members [...] just general places for students to interact with community members. (Focus Group Participant 9)

Member-Checking

After the completion of the focus groups and the subsequent transcription process, student focus group participants were emailed a copy of the transcription of their particular focus group and asked to read their portion and ensure that their feedback was accurately represented. This form of member-checking, or respondent validation (Merriam, 2009), aims to ensure the quality of the focus group data collected throughout the process. Two focus group participants responded to the request for member-checking. One student stated that her responses were accurate. The other student indicated that there were a few minor grammatical errors present in the transcription but ultimately nothing that changed the overall interpretation and coding of the focus groups.

Integrated Data

This study utilized a mixed-methods approach and an explanatory sequential design. In this format, data was first collected quantitatively through a Delphi method survey. Survey data was analyzed and then followed by qualitative focus groups. In mixed-methods research, integration and interpretation of synthesized data is essential (Creswell, 2011). Therefore, this section will explore findings from each data-collection method and provide a comparative analysis.

Delphi Method Data

Delphi method data was collected across three iterative rounds that spanned five weeks in February and March 2016. Twenty-nine higher education experts participated in Round 1. Nineteen participants retained to complete Round 3, the final round. During the study, participants identified and ranked engagement items that identified how IHEs could involve students in institutional anchor strategies. Items were ranked across two dimensions. The primary dimension measured the potential for positive impact to students' civic learning and democratic engagement. The secondary dimension measured the ease of implementing and incorporating items into institutions' anchor strategies.

Analysis of the data collected during the Delphi method portion of this study resulted in the development of a framework that identified 36 ways in which IHEs can intentionally involve students in anchor strategy. All items were by participants as having the potential to positively impact students' civic learning and development. All items were also ranked for their ease of implementation and incorporation into universities' anchor strategies. (See Appendix L for the final framework.)

During Round 1 of the Delphi study, participants were asked to give feedback on eight additional open-ended qualitative questions. The questions explored the current level of university engagement in anchor strategy, as well as views on benefits and challenges to the universities, students, and communities when students are involved in anchor strategy (see Table 8, p. 68). These questions closely mirrored the questions asked during the focus group protocol and therefore provide a point of comparison.

Focus Group Data

Data was collected during two focus group sessions featuring a total of nine Drexel students. Both focus group sessions occurred on Tuesday, March 29, 2016, and lasted for approximately 90 minutes each. Audio-recordings of the focus groups were transcribed and coded for both *a priori* and emergent themes.

During the focus groups, students were asked to give feedback on the framework developed using the Delphi method study (see Appendix L). Students were also asked a series of open-ended questions that explored their current involvement in anchor strategy, as well as their thoughts on the benefits and challenges to the universities, students, and communities when students are involved in anchor strategy (see Table 16, p. 108). As previously mentioned, these questions closely mirrored the open-ended questions asked during Round 1 of the Delphi study and thus provide a rich context for comparison.

Comparative Analysis

The Delphi method portion of this study yielded both qualitative (Round 1) and quantitative data (Rounds 2 and 3) that led to the development of a framework that articulates how IHEs can involve students in anchor strategy. Expert Delphi participants were asked additional open-ended questions during Round 1 that provided further information for analysis. All data collected through the Delphi method study helped shape the context and questioning of the student focus groups.

Table 17 presents data on the themes that emerged from both Delphi participants and focus group participants when asked similar open-ended questions. Each of the following subsections reviews the paired question responses in the context of similarities

and differences found across the two groups. The final subsection presents student focus group feedback on the overall structure and format of the developed framework.

Table 17

Paired Responses to Qualitative Questions across Delphi Study and Focus Groups

Paired Qualitative Questions	Delphi Participant Response (n)	Focus Group Response (n)
Student involvement in anchor strategy		
Academic courses	12	2
Co-curricular	8	13
Experiential	4	4
Research	4	4
Direct service	2	-
Community-based jobs	1	-
Other forms	-	4
Benefits to university		
Recruitment and retention	9	-
Community relations	7	5
Congruence	6	3
New learning	6	-
New ideas and knowledge	5	-
Sustainability	5	-
Civic learning and democratic engagement (CLDE) skills	2	-
Student satisfaction	-	3
Challenges to university		
Student capacity	18	5
Institutional capacity	13	-
Safety and risk	5	-
Institutional hesitancy	4	-
Student privilege	4	-
Student apathy	-	5
Sustainability	-	2
Benefits to students		
Applied learning	19	7
Career preparation	7	-
Civic learning and democratic engagement (CLDE) skills	7	7
Relationship development	7	5
Transferable skills	5	9
Value development	5	-

Persistence	4	-
Experience with diversity	3	-
Academic courses	-	5
<hr/> Challenges to students <hr/>		
Student capacity	14	5
Frustration	10	-
Student apathy	2	-
Student privilege	2	-
Early engagement	-	3
Institutional support	-	2
<hr/> Benefits to community <hr/>		
Capacity building	19	2
Community relations	11	-
New ideas and knowledge	5	3
Career preparation	3	-
Relationship development	-	6
<hr/> Challenges to community <hr/>		
Community capacity	14	-
Student capacity	10	-
Reciprocity	4	-
Student privilege	2	-
Misguided assistance	-	5
Minimized community input	-	3
Sustainability	-	2

Student involvement in anchor strategy. Both expert Delphi participants and student focus group participants shared similar feedback about the current opportunities for involvement in anchor strategy across the university. Existing involvement occurred through academic courses (such as service-learning), co-curricular activities, and experiential education opportunities.

Benefits to university. A large number of Delphi participants cited recruitment and retention as a strong benefit to IHEs that intentionally involve students in anchor strategy. Student focus group participants referenced overall “student satisfaction” as a benefit, but no student explicitly made the connection to recruitment and retention. Both

groups identified community relations as a benefit, indicating that students engaged intentionally and effectively in anchor strategy could boost the community's perception of the institution and its students. Finally, both groups identified congruence as a benefit. Each group separately articulated that without key stakeholder involvement (students), a university cannot truly and effectively be engaged with community.

Challenges to university. Expert Delphi participants articulated many challenges to the university when students are involved in anchor strategy. The most prolific responses included challenges with student and institutional capacity as potential limiting factors. Student focus group participants largely concurred that student capacity was often an issue, referencing the fast-paced and highly scheduled nature of being a college student. Delphi participants also articulated student privilege as a challenge. However, student focus group participants did not reference privilege, instead referencing the potential for students to suffer from apathy.

Benefits to students. Both groups identified many potential benefits to students involved in anchor strategy. The top similarities between groups included the opportunity for applied learning, relationship development, and the development of both civic learning and democratic engagement (CLDE) skills and transferable skills. The expert Delphi group identified several additional benefits, including career preparation, value development, and experience with diversity.

Challenges to students. The Delphi participant group expressed many potential challenges that students might face when involved in anchor strategy. The most pervasive challenges included student frustration, student capacity, and lack of knowledge or skills. Student focus group participants did not mention frustration or lack of knowledge or

skills as sources of challenge, but they shared the sentiment that student capacity is often a barrier, offering scheduling issues and the ability to navigate multiple priorities as examples. Students also expressed that the lack of opportunities for early engagement might present a challenge, as does a lack of overall institutional support for student involvement in this work.

Benefits to community. The Delphi participant group strongly recognized capacity building as a benefit to the community when students are engaged in anchor strategy. Students agreed but overwhelmingly expressed that the most pervasive benefit was the opportunity to develop informal relationships through interactions between students and community. Relationship development was a recurring theme identified as a potential benefit to both students and community.

Challenges to community. The Delphi participant group identified community capacity as the top challenge to community when working with students engaged in anchor strategy. Logistics and student capacity were also identified as challenges. Student focus group participants identified the potential for misguided assistance on the part of students as a potential challenge for community members. Students also shared a concern about potentially minimized input of community and community organizations if students have a voice in anchor strategy.

Framework development and feedback. The final point of comparison occurs between the quantitative data collected during the Delphi study, which led to the development of the emergent student engagement framework, and the feedback student focus group participants provided about the framework. There were strict criteria for items to be included on the final framework, including a mean value of ≤ 2.0 on a 1-4

scale, an IQR value of ≤ 1.0 , and consensus of $\geq 80\%$. In total, only 36 of the initially suggested 66 unique items met all criteria to be included in the final framework.

Students offered feedback along several dimensions, including the framework's organization and content. While students generally found the framework easy to understand and read, they desired more clarity regarding the individual issue areas, which some felt were too closely related. They also questioned the validity of the implementation values provided for each item within the framework, citing examples of how they thought a particular item was easier or harder to engage with on their campus.

Students also considered what might be missing from the framework. They made several suggestions to consider specific additional items. However, the most pervasive theme emerging across both focus groups was the absence of an item that encouraged informal interaction between students and community members. Multiple students cited the power of this type of relationship building to enhance multiple dimensions of anchor strategy, and the general consensus was that it should be included in the framework. Therefore, this item is included in a Drexel-specific Student Anchor Engagement Framework, which can be viewed in Appendix O.

Summary

A mixed-methods approach was utilized in this research study to develop a framework for student engagement in anchor strategy. This study combined the expert opinions of higher education professionals who participated in a Delphi study, with additional feedback collected from focus groups with Drexel students. Data collected through the Delphi study was considered individually to develop an emergent framework for student engagement in anchor strategy. Student focus group participants were then

asked to weigh in on the emergent framework and provide feedback along several dimensions, including the framework's organization and content.

Several key findings emerged during the focus groups, including questions about the accuracy of the implementation scale incorporated into the final framework and the absence of key engagement items. Specifically, students cited the ability to have informal interactions with community members as an important component of civic learning and democratic engagement. This item, while mentioned during an early round of the Delphi study, ultimately failed to obtain the metrics necessary for inclusion in the final framework. However, to demonstrated democratic engagement and be inclusive of student voice, a framework specific to Drexel University that includes this item was drafted and can be viewed in Appendix O.

Chapter 5: Conclusions

Introduction

Institutions of higher education have long been called to prepare students for active citizenship in society (AAC&U, 2012; Boyer, 1990; Saltmarsh & Hartley, 2011; Saltmarsh et al., 2009). Simultaneously, IHEs have a similar responsibility to serve as citizens within the communities in which they are located (Saltmarsh & Hartley, 2011). While there is a historical trend of IHEs failing to uphold either of these responsibilities, increased intentionality and national focus has been placed on fulfilling these obligations moving forward (AAC&U, 2012; Dubb et al., 2013).

Over the past two decades, a growing number of IHEs has recommitted to educating students for citizenship (AAC&U, 2012). Concurrently, a lesser but growing number of IHEs has also embraced and committed to their roles as place-based anchor institutions (Dubb et al., 2013). While these singular actions by IHEs signal a recommitment to reclaim and uphold the public purposes of higher education, there has been little momentum in coherently connecting the two related concepts of civic learning and anchor institution strategy. However, in some instances, promising conversations have recently ignited, indicating that the higher-education community is starting to identify the intersections between civic learning and anchor strategy.

One such conversation was recently sparked by Campus Compact, a national coalition of college and universities committed to the public purpose of higher education (Campus Compact, 2016). In celebration of their 30th Anniversary in 2016, Campus Compact released a bold statement calling for IHEs to create or renew their civic action plans. These plans, which are to be shared publically in 2017, ask IHEs to commit to five

key civic statements, two of which speak directly to the concept of linking anchor strategy and civic learning. One statement calls for IHEs to “embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities – economically, socially, environmentally, educationally, and politically” (Campus Compact, 2016, p. 5). A second statement calls for IHEs to “harness the capacity of our institutions – through research, teaching, partnerships and institutional practice – to challenge the prevailing social and economic inequalities that threaten our democratic future” (Campus Compact, 2016, p. 5). Together, these statements begin to identify IHEs’ dual role and responsibility to mobilize their resources, including students, to effect change at the local level and beyond. Campus Compact’s recent and timely statement is significant to this research study because it formally calls upon IHEs to embrace their dual role and responsibility to serve as both a civic educator to students and as an anchor institution within the local community.

The purpose of this study was to develop a strategic framework highlighting the opportunities for diverse IHEs serving as anchor institutions to engage students in anchor strategy, thereby facilitating students’ civic learning and democratic engagement. Further, this study also aimed to ensure that the developed framework presented customizable and sustainable engagement strategies in which diverse IHEs can articulate how best to involve students in their institutions’ anchor strategies. To accomplish this purpose, the mixed-methods study collected data utilizing both the Delphi method, including a panel of national higher-education experts, and focus groups comprised of Drexel students. Synthesis of this data resulted in the articulation of a strategic framework comprised of 36 unique items that identify how IHEs can intentionally involve students in their

institutions' anchor strategies to positively impact civic learning and democratic engagement.

Key findings of this study demonstrate that the role of anchor institution remains a relatively new concept and identity in exploration within higher education. While many effective practices are in place to involve students in university community engagement, the concept of intentionally connecting students to anchor strategy is still under development. The following sections within Chapter 5 will interpret and discuss the findings, discuss existing limitations of the research, review recommendations for future research, and explore the implications of research findings within the context of civic learning, democratic engagement, and anchor institution strategy.

Interpretations and Discussion

This mixed-methods study examined the intersection between the concepts of student civic learning and anchor institution strategy. Democratic engagement was identified as a bridging theme (Saltmarsh et al., 2009) connecting both civic learning and anchor institution study within both literature and practice. Utilizing this conceptual framework, the researcher developed a series of questions aimed at exploring how students could be intentionally involved in anchor institution strategy to positively impact civic learning and democratic engagement.

This study resulted in the development of a 36-item framework, referred to as the "Student Anchor Engagement Framework," that mirrors the structure of The Democracy Collaborative's Anchor Institution Community Benefit Dashboard, simply referred to as the "Anchor Dashboard" throughout this study. The Anchor Dashboard is designed to help IHEs identify and measure how they are serving as an anchor institution within the

community (Dubb et al., 2013). The Student Anchor Engagement Framework was developed to augment the Anchor Dashboard by including student engagement in anchor strategy. The Student Anchor Engagement Framework is organized into the same five categories as the Anchor Dashboard, including Anchor Mission Alignment; Economic Development; Community Building; Education; and Health, Safety, and Environment (Dubb, 2015). All 36 items included in the Student Anchor Engagement Framework were identified as having potential for positive impact to student civic learning and democratic engagement, as judged by the expert Delphi participants in this study.

Aligning the Student Anchor Engagement Framework with the Anchor Dashboard was both intentional and strategic. The Anchor Dashboard was one of the first tools to define categorically how IHEs could serve as anchor institutions within their communities across a variety of systems (Dubb et al., 2013). However, the Anchor Dashboard contains very limited information on how to involve students in anchor strategy. Therefore, the Student Anchor Engagement Framework was designed to build upon and complement the Anchor Dashboard, while providing vast accessibility and utility for IHEs considering the most strategic ways to involve students in institutional anchor strategy for the purpose of enhancing students' overall civic development. The Student Anchor Engagement Framework, in alignment with the Anchor Dashboard (Dubb et al., 2013), builds upon and expands research exploring student involvement in anchor strategy by Wittman and Crews (2012), as well as Guinan et al. (2013).

The Delphi expert participants and the student focus group participants ranged in involvement in anchor strategy. Expert Delphi participants largely claimed they had witnessed little to no organized student involvement within their institutions' larger

anchor strategies. This finding is consistent with the limited literature describing intentional student involvement in anchor strategy (Wittman & Crews, 2012; Guinan et al, 2013). Some Delphi participants indicated that they had established engagement pathways in anchor strategy that included academic courses, co-curricular experiences, experiential education, and research. Student focus group participants were clearly able to articulate how they were involved in anchor strategy at Drexel University, which included academic courses, co-curricular experiences, experiential education, and research. Student responses largely mirrored Delphi participants' responses, including engagement through academic courses, co-curricular experiences, experiential education, and research. It should be noted that the student focus group participants came from diverse academic majors, suggesting that these involvements were not relegated to any one particular discipline.

Delphi participants and student focus group participants were asked to identify challenges when involving students in anchor strategy. While capacity issues were identified as an issue by both participant groups, other issues were also identified. Additionally, the student focus group participants identified one item, informal interaction and relationship development between students and community, that they felt was missing from the developed Student Anchor Engagement Framework.

Delphi participants identified capacity issues as a challenge when involving students in anchor strategy. Some of these issues included students' capacity to have adequate time and the requisite knowledge to engage effectively in anchor strategy. Delphi participants also voiced concern over institutional capacity, questioning their institutions' ability to provide long-term community support in light of shifting

institutional priorities and dwindling resources. This finding was consistent with Alperovitz and Howard's (2005) and Curwood et al.'s (2011) research, which also voiced concern regarding institutional preparedness for long-term partnerships within the community. Delphi participants also expressed concerns about community capacity. While resource-challenged community organizations may desperately need student support, they sometimes lack the infrastructure to provide and maintain organized student engagement opportunities.

Delphi participants also identified student privilege as a challenge; they felt that students who were unaware of their inherent privilege were often underprepared for immersion within communities facing complex challenges. This under-preparation could potentially result in students behaving in ways deemed disrespectful or hurtful to the community, ultimately compromising an IHE's ability to effectively work with the community while engaging students. Interestingly, this concept of privilege closely mirrors the historic position of many IHEs, which were often viewed as inaccessible ivory towers of knowledge and power concerned more with institutional growth and benefit than with community challenges (Ashworth, 1964). This juxtaposition serves to remind IHEs and their students how important it is to be aware of and work to mitigate privilege issues that inherently exist among IHEs, students, communities, and individual community members. However, it should be noted that Delphi participants predominantly hailed from institutions that do not identify as minority-serving. Further, Delphi participants were also predominantly white. If the expert Delphi panel was configured differently to include a broader diversity of institutions, as well as race and ethnicity, this particular finding might have presented differently.

Student focus group participants also shared feedback on challenges faced by IHEs that aim to incorporate students into their anchor strategies. These challenges included student capacity and misguided assistance. Student participants identified capacity issues similar to those shared by Delphi participants; however, students mainly focused on issues with schedules and availability, as well as the complex demands of managing rigorous academic schedules. Interestingly, students did not identify student privilege as an explicit concern. However, they did identify the potential for providing misguided or unneeded assistance if they were inadequately prepared to engage with complex community issues. The student participants' awareness of the complex relationships between IHEs and communities was promising; in addition to building upon research by AAC&U (2012), Boyte (2005), Kniefelkamp (2008), Norris et al. (forthcoming), and Schudson (2003), this awareness also demonstrates the need for continued student citizenship education and development.

Students across both focus groups also identified one item they felt was missing from the structured Student Anchor Engagement Framework: the opportunity for informal interaction and relationship development among students and community members. Interestingly, students in both focus groups identified this type of engagement as having had a lasting impact on their civic learning and democratic engagement, while directly impacting their ability to engage effectively with many other items included within the five categories. Delphi participants did not identify the opportunity for informal interaction as important to positively impacting student civic learning and democratic engagement. Therefore, in order to maintain the fidelity of the Delphi method study, this item is not reflected within the final Student Anchor Engagement Framework

developed through this research. However, a Drexel-specific Student Anchor Engagement Framework was created (see Appendix O) to convey both the spirit of democratic engagement and to ensure that diverse and relevant students at Drexel University had an opportunity to have their thoughts, opinions, and feedback incorporated into a final product customized for their institution. This institution-level customization is a step recommended for all IHEs interested in utilizing the Student Anchor Engagement Framework.

Finally, several focus group participants voiced their opinion that the Student Anchor Engagement Framework categories were unclear and blended into one another. This finding suggests that either more explanation regarding each category's context is needed or that there might be a more relevant and practical way to organize student anchor engagement strategies than mirroring the existing Anchor Dashboard's structure.

Limitations and Recommendations

Several limitations were identified throughout the study that may limit both the generalizability and overall reliability of data collected within this study. First, the primary and secondary rounds of the Delphi study instrument were lengthy. While Delphi participants were given advance notice of approximately how long each round would take, it is quite possible survey fatigue affected the group. This fatigue might have led to participants' abbreviated or incomplete responses during open-ended questions and long sets of Likert data collection. Further, the slight decrease in participants' retention throughout each of the Delphi study's three rounds, resulting in an overall loss of six participants, may also have been a consequence of the extensive time commitment requested of the national experts participating in this study.

Second, the quality of the open-ended responses in Round 1 varied greatly, suggesting a variance in the Delphi participants' expertise levels. Some expert participants demonstrated a strong understanding of the possible intersections of civic learning, democratic engagement, and anchor strategy, and they were willing to share their expertise and knowledge. A small number of respondents offered incomplete or repetitive responses, suggesting that they were not invested in completing the lengthy Round 1 survey, were unsure on how best to respond to the questions, were unqualified to provide an answer, or were confused by the open-ended questions' phrasing. This caused the researcher to question whether those select individuals were best-qualified to be part of the Delphi Study. Further, the finding points to a variance in levels of investment, expertise, and support of civic learning, democratic engagement, and anchor strategy across diverse IHEs (AAC&U, 2012; Dubb et al., 2013).

Third, the Likert-type scale that measured the ease of implementation and incorporation of each item examined in the Delphi study was the subject of scrutiny and confusion by some participants, several of whom requested clarification on how best to judge ease of implementation and incorporation. Several participants offered feedback on the highly nuanced nature and context of this work within IHEs. Developing consensus around the ease of implementation and incorporation of any one strategy to engage students in institutional anchor strategy proved to be difficult. Therefore, it is recommended that any future approach developed to engage students in anchor strategy should provide clear guidance on how to consider and measure the integration and implementation of students into anchor strategy. Further, while the Student Anchor Engagement Framework presents a wide variety of engagement opportunities for students

within anchor strategy, it is imperative that unique IHEs take time to identify the engagement opportunities that best reflect their institutional goals and priorities as an anchor institution, which may ultimately help with overall implementation and incorporation into anchor strategy.

A final limitation existed within this Delphi study. The focus of expert Delphi participants job duties and responsibilities may have influenced the nature of responses collected and ranked through Rounds 1 through 3 of the Delphi survey. The predominant job focuses, as shared in Table 1 (p. 44), indicate that the majority of participants were engagement center directors, service-learning facilitators, or anchor strategy implementers on their campuses. Given the criteria for participation on the expert Delphi panel, this composition was consistent with the goals of the overall study. However, had participants hailed from other departments from across campus, it is possible that alternative strategies aimed at engaging students in anchor work would have been identified.

Limitations also existed with the focus group portion of this research study. The focus group was limited to a purposeful sample comprised of both undergraduate and graduate Drexel students. All students had a connection to the Lindy Center for Civic Engagement through either academic or co-curricular activity. While this intentional sample was helpful in determining the current state of student involvement in anchor strategy at Drexel University, feedback from this student group cannot be applied broadly to other institutions.

Recommendations for Future Research

This study primarily focused on developing a framework for student involvement in anchor strategy. There are multiple recommendations for future research on this topic. First, future research might aim to examine implementation and impact measurements of student involvement in anchor strategy at distinct IHEs. This research could be explored in the context of IHEs that utilizes the Student Anchor Engagement Framework and now desire to measure the overall impact of student involvement in anchor strategy. IHEs might also consider how coordinated student involvement in anchor strategy influence multiple factors of engagement including student satisfaction, student retention, and even alumni and donor engagement. Future research could also examine how the IHEs identity as anchor institution changes over time or how community perceptions of IHEs that engage students in anchor strategy change over time. Additionally, future research might consider collecting data from a broader stakeholder group including both community organizations and community members. Expanding the inclusion of relevant stakeholders would ultimately increase the democratic focus and intention of this research study.

Finally, student focus group participants' recommendation to consider the importance of informal interaction and relationship development among students and community members also presents a rich opportunity for future study. This recommendation could be explored singularly in the context of civic development or it could be explored more explicitly as a factor of student engagement in anchor strategy.

Implications

Several implications have emerged through the analysis of this research study's results. The following section explores implications for practice, including implementing

the Student Anchor Engagement Framework both at Drexel University and at IHEs across the nation. Implications for leadership in the field are also discussed.

Implications for Practice

A Student Anchor Engagement Framework was developed through this study utilizing the Delphi method and a panel of diverse higher education leaders from across the nation. Initial student focus group feedback on the framework was obtained from students actively engaged with the Lindy Center for Civic Engagement at Drexel University. This research design was utilized to demonstrate the applicability of the Student Anchor Engagement Framework to a specific institution that has demonstrated a commitment both to fostering civic learning among students and serving as an anchor institution within the local community.

Student focus group participants easily connected with the idea that their institution was broadly committed to community engagement, as evidenced by their ability to recognize existing opportunities for anchor strategy engagement of which they were aware or with which they were involved. Students were also able to articulate challenges they had personally faced when engaging in anchor strategy and those they perceived to be potential issues.

Drexel University is poised to engage students effectively in anchor strategy in intentional ways, as demonstrated through the institution's commitment to serving as an anchor institution and civically educating students. Further, Drexel is positioned to add congruency to the institution's community engagement by intentionally incorporating their primary stakeholders, students, into their overall anchor strategy.

On a national level, Delphi participants' responses clearly articulated the varying levels of institutional understanding, investment, and commitment to anchor strategy. This work continues to be highly influenced by myriad factors and ultimately varies in scope and focus at individual institutions. IHEs ultimately have varying priorities, levels of institutional commitment, and access to resources to advance anchor strategy that affect their ability to engage with this work. Additionally, as discussed throughout this research study, the majority of IHEs are just beginning to articulate their attention and commitment to this work and are still in a nascent stage of viewing their institutions as anchors within the local community (Dubb et al., 2013). Whether an institution has a highly developed anchor strategy plan or it is still in the nascent stages of development, the Student Anchor Engagement Framework can begin to illuminate the possibilities of aligning the dual public purposes of higher education.

Implications for Leadership

This study presented several implications for leadership in the fields of civic learning, democratic engagement, and anchor institution strategy. The Student Anchor Engagement Framework has the potential to influence how diverse IHEs conceptualize this work, adding congruency to the IHE's roles as civic educator to students and anchor institution within the community. This work also has the potential to encourage IHEs to reconsider how community engagement is conceptualized and organized across divisions that typically do not intersect within the institution. For example, professionals responsible for procurement might seek out opportunities to work closely with professionals tasked with furthering student civic development to consider how they might effectively engage with students.

Implications for university-level leaders exist as well. As the national conversation and focus on the importance of institutional investment within local communities (Campus Compact, 2016) continues to expand, the Student Anchor Engagement Framework will be useful to IHEs across the nation that seek ways to leverage one of their greatest resources, students, to aid in the advancement of this work. Finally, IHEs that pursue national recognition as engaged institutions, such as through the elective Carnegie Community Engagement Classification (Saltmarsh & Driscoll, 2015), should advocate to be measured against their commitment to serve as both civic educators to students and as anchor institutions within their local communities.

Conclusion

Higher education has long been called to educate students to be active, contributory citizens within society (AAC&U, 2012). More recently, IHEs' responsibility to serve as citizens within the diverse communities where they are located has been an issue of focus in higher education (Dubb et al., 2013). These concepts are inextricably linked, but they have not yet been deeply explored in connection with one another.

This research study illuminated the tremendous opportunity for alignment between the concepts of civic learning, democratic engagement, and anchor strategy. Building upon literature and research on civic learning (AAC&U, 2012; Boyer, 1990; Lagemann & Lewis, 2012; Saltmarsh & Hartley, 2011; Saltmarsh et al., 2009; Schudson, 2003), democratic engagement (AAC&U, 2012; Boyte & Hollander, 1999; Giles & Eyler, 1994; Saltmarsh et al., 2009), and anchor institution strategy (Alperovitz & Howard, 2005; Dubb et al., 2013; Hahn et al., 2003; Kimball & Thomas, 2012; Maurrasse, 2007; Wittman & Crews, 2012), and incorporating findings from an expert

Delphi panel, this study resulted in the emergence of the Student Anchor Engagement Framework, which articulates key ways in which students can be intentionally involved in their institutions' anchor strategies. The Student Anchor Engagement Framework has the potential to positively impact student civic learning and democratic engagement, thus further demonstrating the congruence between higher education's dual public purpose of serving as both civic educator and anchor institution.

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Appendix A: Delphi Round 1

Thank you for agreeing to participate in this anonymous research study. You have been identified as someone who has a strong foundation and understanding of (a) civic learning, (b) democratic engagement, and (b) anchor strategy. Your expertise can help us determine how these concepts can best be integrated, resulting in a framework that identifies how institutions of higher education can intentionally involve students in the anchor strategy of the institution. Before completing this survey, please review the framing document for this research study. This study has multiple rounds that you will be asked to complete over the next five weeks. This is round 1 of 3. Please answer these open-ended questions.

1. How can institutions of higher education intentionally involve students in the anchor strategy of the institution? Consider the five themes presented in the Anchor Dashboard. Please list all forms of engagement that come to mind. This includes both academic and co-curricular engagement.

Anchor Mission Alignment	
Economic Development	
Community Development	
Education	
Health, Safety, & Environment	
Other	

2. To your knowledge, which of the forms of engagement you listed above currently engage students?
 3. Are there any potential benefits to universities that incorporate students into their anchor strategy?
 4. Are there any potential challenges and barriers to involving students in the anchor strategy of the university?
 5. Please share any known failures and/or setback encountered when previously attempting to involve students in the anchor work of the institution.
 6. Are there any potential benefits to community members when involving students in anchor strategy for community members?
 7. Are there any potential challenges to community members when involving students in anchor strategy?
 8. On a scale of 1-5, please rank to what degree you think this framework will be useful at institutions of higher education for the purpose of integrating students into the anchor strategy of the institution.
- 1 –none at all, 2 – very little degree, 3 –some degree, 4 – great degree, 5 – very great degree

Appendix B: Student Focus Group Protocol

This focus group will last approximately one hour. Student participation in this focus group is voluntary and students are free to leave at any time. The session will be recorded, but student anonymity will be maintained.

1. After viewing the Anchor Institution Student Engagement framework, what are your initial thoughts?
 - a. Is each category of the framework clear?
2. Have you ever been involved in any of the activities listed in this framework?
3. Do you have any additional ideas for types of involvement that are not included?
4. Do you think these opportunities would provide you with new learning opportunities?
5. Do you think these opportunities would encourage you to be a responsible citizen?
6. Do you think there are benefits to you as a student if you are involved in these activities?
7. Do you think there are challenges to you as student if you are involved in these activities?
8. Do you think there are benefits to the university if you are involved in these activities?
9. Do you think there are challenges to the university if you are involved in these activities?
10. Do you think there are benefits to the community if you are involved in these activities?
11. Do you think there are challenges to the community if you are involved in these activities?
12. Do you think this framework would be useful to a university who wants to start involving students in anchor strategy?

Appendix C: Delphi Study Reality Map

Title of Research Study: Engaging Students in the Anchor Strategy of the University:
A Mixed-Methods Study Utilizing the Delphi Method. 1

Delphi Study Reality Map

February 9, 2016

Dear Delphi Study Participant,

Thank you for your willingness to participate in this 3-round Delphi study.

- The first round of the Delphi study will commence on **Wednesday, February 17, 2016**. You will have 7 days to complete each round.
- Round 2 will begin on **Wednesday, March 2, 2016**
- Round 3 will begin on **Wednesday, March 16, 2016**.
- Your involvement in this study will end when you submit your response to the third round of the Delphi study, or no later than **Wednesday, March 23, 2016 at 11:59pm**.

This Delphi study seeks your expert opinion to assist with the development of a framework that highlights how colleges and universities can involve students within the anchor strategy of the institution. **In order to prepare for this Delphi study, each expert participant should review the following three pages provided in this document, prior to February 17, 2016.**

1. The first document is a list of key terminology and definitions used in this study. In order to ensure that each participant is approaching this research with the appropriate framework of knowledge, it will be important that each of these definitions are kept in mind.
2. The second document is a statement shared by The Democracy Collaborative about the Anchor Dashboard.
3. The third document features the current Anchor Dashboard produced by The Democracy Collaborative and shares specific issue areas and outcomes.

While the Anchor Dashboard is designed for colleges and universities to track and measure their work as anchors institutions, it will also be used as the foundation for the emergent framework of student involvement in anchor strategy.

Thank you in advance for your commitment and participation in this research study. If you have any questions, please feel free to contact me at jpj38@drexel.edu or 215.895.2097.

Jennifer Johnson Kebea
Ed.D doctoral student
Drexel University

Title of Research Study: Engaging Students in the Anchor Strategy of the University: A Mixed-Methods Study Utilizing the Delphi Method. 2

Delphi Study Reality Map

Key Terminology and Definitions:

- **Anchor Dashboard**, formally known as the Anchor Institution Community Benefit Dashboard, is “a framework that can assist anchor institutions in understanding their impact on the community” (Dubb, McKinley, & Howard, 2013, p. v). The Anchor Dashboard, developed by The Democracy Collaborative, consists of five key issues areas and 12 desired outcomes that represent how IHEs can serve as anchor institutions within their communities.
- **Anchor institutions** are place-based organizations, such as a university or hospital, which are inextricably linked to the communities in which they are situated because of both their goals and capital investments (Dubb et al., 2013).
- **Anchor mission** is “a commitment to consciously apply the long-term, place-based economic power of the institution, in combination with its human and intellectual resources, to better the long-term welfare of the communities in which the institution is anchored” (Dubb et al., 2013, p. 1).
- **Anchor strategy** “is a mission developed to address tenacious community challenges, and implemented to permeate an institution’s culture and change the way it does business (Dubb et al., 2013, p. 1).
- **Civic learning** refers to the “knowledge, skills, values, and the capacity to work with others on civic and societal challenges” (AAC&U, 2012, p. 4).
- **Democratic engagement** is characterized by “deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate with people of differing views and backgrounds toward common solutions for the public good (AAC&U, 2012, p. 3).

References:

- American Association of Colleges and Universities (2012). *A Crucible Moment: College Learning and Democracy's Future*. Washington, D.C.
- Dubb, S., McKinley, S., & Howard, T. (2013). *Achieving the anchor promise: Improving outcomes for low-income children, families, and communities*. Takoma Park, MD: The Democracy Collaborative at the University of Maryland.

Anchor Dashboard Learning Cohort

Anchor institutions such as hospitals and universities regularly engage in community programming and activities. Some go even further and seek to pursue an anchor mission—making a commitment to consciously apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they are anchored. Yet, to date, few tools exist to help institutions reflect and assess broadly the long-term impact of their anchor-mission activities, and particularly their impact on low-income communities.

Published in August 2013 by The Democracy Collaborative, the Anchor Dashboard and its companion report, *Achieving the Anchor Promise*, present a framework that begins to fill that gap. Identifying twelve critical areas where anchor institutions can play an effective role, the Dashboard develops illustrative indicators that provide a baseline to assess community conditions and institutional effort.

Since the release of the report, The Democracy Collaborative has worked slowly but deliberately to develop an initial group of universities to pilot this framework—the Anchor Dashboard Learning Cohort. This group has worked together to refine the indicators in ways that makes practical sense; and share results, challenges and successes in a safe, collaborative, learning environment. The current template, reproduced on the other side of the flyer, illustrates the group's current progress. The Democracy Collaborative is committed to continuing to work with this group and also intends to develop a similar cohort of hospitals and health systems to develop a healthcare-sector dashboard.

Participating Institutions are:



Organized by:



democracycollaborative.org

With funding from:



THE ANNIE E. CASEY FOUNDATION

aecf.org

For more information about this project, please visit <http://community-wealth.org/indicators>.

Anchor Institution Community Benefit Dashboard

Issue Area	Desired Outcome	Indicators of Community Status	Indicators of Institutional Effort
Anchor Mission Alignment	Engaged Anchor Institution	Surveys of community residents and organizations	Anchor mission articulated in strategic plan, reflected in structure of institution (e.g., community engagement lead staff of cabinet rank)
	Equitable Local and Minority Employment	Local unemployment rate, local minority unemployment rate	Percent of local and minority hires in staff positions, percent employed at living wage. Indirect local and minority employment through contracting requirements.
	Thriving Local and Minority Business Community	Number of certified MBE and WBE businesses in local community, dollar volume estimate (if available), Numbers of business start-ups, business survival rates in local community	Percent of university procurement to local, minority and woman-owned businesses. Local and minority jobs and businesses created and retained (3 years) in incubation programs; local and minority jobs created through a collaboration programs (3 years).
	Housing Affordability	Percentage of households below 200 percent of poverty line who spend less than 30 percent of their income on housing.	Investment in housing rehab work, community land trusts, employer-assisted housing, strong partnerships with local community development corporations.
Economic	Vibrant Arts and Community Development	Numbers of art and performance spaces in local community.	Operating funds spent on arts and culture-based economic development, jobs and businesses created and retained.
	Sound Community Investment	Local lending availability from CDFIs and public programs (e.g., city revolving loan or investment funds), local bank lending data (if available).	Percent of endowment and operating dollars invested in community impact investments (e.g., CDFIs), investment in local business district development.
	Stable and Effective Local Partners	Civic health index, capacity survey of community partners.	Policy metrics: partnership center, community advisory board; amount of community building budget (in dollars or FTEs).
Community Building	Financially Secure Households	Percent in asset poverty (i.e., savings that is less than 3 months' poverty-level income).	Budget for financial education, income tax filing assistance (dollars spent and tax rebates received by beneficiaries), seed money for community-owned business.
	Educated Youth	Graduation rate, advancement to college or apprenticeship, 3rd grade math and reading proficiency	Level of investment (in dollars and FTEs in K-12 school partnerships)
Education	Safe Streets and Campuses	Violent and property crime data.	Dollars spent on neighborhood development, streetscape improvements, number of neighborhood complaints.
	Healthy Community Residents	Infant mortality rate, obesity rate, healthy food access.	Dollars spent on public health interventions (e.g., clinics).
	Healthy Environment	Asthma incidence, city reporting of greenhouse gas emissions in accord with global protocol standards.	STARIS rating, dollars spent on environmental health initiatives.

Appendix D: Delphi Method Participant Consent Form

Permission to Take Part in a Human Research Study

Page 1 of 4

Drexel University Consent to Take Part In a Research Study

1. Title of research study: Engaging Students in the Anchor Strategy of the University: A Mixed-Methods Study Utilizing the Delphi Method

2. Researcher: Dr. Kristen Betts

3. Why you are being invited to take part in a research study

We invite you to take part in a research study because you are a professional working in the field of higher education and/or in support of higher education initiatives who has the requisite level of knowledge and expertise including at least two out of three of the following: (a) three or more years of experience in higher education or anchor institution research, (b) two or more publications in an associated field, (c) professional affiliations with one of the following associations: International Association of Research on Service Learning (IARSLCE), Coalition of Urban and Metropolitan Universities (CUMU), Anchor Institution Task Force, or The Democracy Collaborative.

4. What you should know about a research study

- Someone will explain this research study to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part now and change your mind later.
- If you decide to not be a part of this research no one will hold it against you.
- Feel free to ask all the questions you want before you decide.

5. Who can you talk to about this research study?

If you have questions, concerns, or complaints, or think the research has hurt you, contact the research team: Dr. Kristen Betts at kbetts@drexel.edu, or Jennifer Johnson Kebea at jj38@drexel.edu, or by calling 215.895.2097.

This research has been reviewed and approved by an Institutional Review Board (IRB). An IRB reviews research projects so that steps are taken to protect the rights and welfare of humans subjects taking part in the research. You may talk to them at (215) 255-7857 or email HRPP@drexel.edu for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

6. Why is this research being done?

This research aims to develop a strategic framework through which institutions of higher education, serving as anchor institutions, can facilitate civic learning and democratic engagement by involving students in the anchor mission of the institution. Second, this study seeks to ensure that the developed framework presents customizable and sustainable engagement strategies in which diverse institutions of higher education can articulate who to involve students in the anchor strategy of their individual institutions.

Permission to Take Part in a Human Research Study

Page 2 of 4

7. How long will the research last?

We expect that you will be in this research study for the duration of the three round Delphi Study. Each round of the study should take no longer than 30-45 minutes to complete. Each round will be released at two week intervals. Your participation will officially conclude once you submit a completed round three survey or no longer than six weeks after you receive the first round survey.

8. How many people will be studied?

We expect that 30 people will participate in this Delphi research study out of 42 people in the entire study.

9. What happens if I say yes, I want to be in this research?

If you chose to be part of this research, you will be part of a three-round Delphi study. Your responses to each of the rounds will be anonymous. Your name and contact information will not be used for the purposes of the research. The data collected through the Delphi study will be reviewed and coded for anchor strategy involvement. Any data collected from the Delphi study will be used for educational purposes. The researcher will provide you access to the aggregate data, and analysis upon your request. At any point you decide that you do not wish to participate, the researcher will remove you from future Delphi rounds.

10. What are my responsibilities if I take part in this research?

If you take part in this research, it is very important that you feel comfortable sharing your knowledge and feedback about student involvement in anchor institution strategy.

- Follow the investigator's or researcher's instructions.
- Tell the investigator or researcher right away if you have a complication or injury.

11. What happens if I do not want to be in this research?

You may decide not to take part in the research and it will not be held against you.

You can simply choose not to sign the bottom of this consent waiver to indicate your unwillingness to participate in this research.

12. What happens if I say yes, but I change my mind later?

If you decide to leave the research, the researcher will not include your responses in future rounds of the Delphi study.

13. Is there any way being in this study could be bad for me?

There are no known physical, psychological, legal, economic, or social risks for the study. If you chose to participate in the focus group, your voice will be audio recorded. However, neither your name nor any identifying information will be used.

14. Do I have to pay for anything while I am on this study?

There is no cost to you for participating in this study.

15. What happens to the information we collect?

Efforts will be made to limit access to your personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this organization.

Permission to Take Part in a Human Research Study

Page 3 of 4

We may publish the results of this research. However, we will keep your name and other identifying information confidential.

16. What else do I need to know?

This research study is being done by Drexel University.

Permission to Take Part in a Human Research Study

Page 4 of 4

Signature Block for Capable Adult

Your signature documents your permission to take part in this research.

DO NOT SIGN THIS FORM AFTER THIS DATE →

2/17/2016

Signature of subject_____
Date_____
Printed name of subject_____
Signature of person obtaining consent_____
Date_____
Printed name of person obtaining consent_____
Form Date

Appendix E: Approval of Protocol



APPROVAL OF PROTOCOL

January 29, 2016

Kristen Betts, Ph.D.
Drexel University
School of Education

Dear Dr. Betts:

On January 29, 2016 the IRB reviewed the following protocol:

Type of Review:	Initial
Title:	Engaging Students in the Anchor Strategy of the University: A Mixed-Method Study Utilizing the Delphi Method
Investigator:	Kristen Betts, Ph.D.
IRB ID:	1601004164
Funding:	Internal
Grant Title:	None
Grant ID:	None
IND, IDE or HDE:	None
Documents Reviewed:	Application Form HRP-211, Contact Forms HRP-201, Conflict of Interest Forms, Template Protocol HRP-503, HRP-502 consent forms, Delphi Study Reality Map, Focus Group Protocol, and Research Proposal

According to 45 CFR 46, 110, this study is Approved Expedited Categories 6 and 7. This study will enroll 42 subjects recruited from Drexel University to participate in the Delphi study and focus groups.

The IRB approved the protocol from January 29, 2016 to January 28, 2017 inclusive.

Before December 14, 2016 which is 45 days prior to study closure, you are to submit a completed "FORM: Continuing Review Progress Report (HRP-212)" and required attachments to request continuing approval or closure.

If continuing review approval is not granted before the expiration date of January 28, 2017 approval of this protocol expires on that date.

Attached are stamped approved consent documents. Use copies of these documents to document consent.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

**Teresa C
Hinton** Digitally signed by Teresa C
Hinton
DN: cn=Teresa C Hinton,
o=Drexel University, ou=Office of
Research,
email=tchd7@drexel.edu, c=US
Date: 2016.01.29 16:00:19 -05'00'

Teresa C Hinton
Member, Social and Behavioral IRB #3

Appendix F: Round 1 Delphi Email

Subject: Delphi Study - Round 1 - Civic Learning & Anchor Strategy
Date: Tuesday, February 16, 2016 at 11:59:43 PM Eastern Standard Time
From: Jennifer Johnson Kebea
To: XXX

Hello,

Thank you for participating in round 1 of this 3-part Delphi study. This study examines the question: **How can institutions of higher education involve students in the anchor strategy of the institution in order to impact student civic learning and democratic engagement?**

Round 1 of the survey is now available. Your unique survey link can be accessed below. This survey is anonymous.

The survey link will remain open through **Tuesday, February 23 at 11:59pm**. Please complete the survey before that time. It should take approximately 30 minutes.

Subsequent rounds of the survey will be released on Wednesday, March 2 and Wednesday, March 16. Your continued participation in this study is contingent upon the successful completion of each previous survey.

Thank you for your continued commitment and participation in this research study. Research findings will be shared with all participants in June 2016. Please contact me with any questions or concerns.

Follow this link to the Survey:

[Take the survey](#)

Or copy and paste the URL below into your internet browser:

[https://drexel.qualtrics.com/SE?](https://drexel.qualtrics.com/SE?Q_DL=5sualaEoIQ839H_8ihUWCv1qUifL8h_MLRP_b4683o8ywoJ5xKI&Q_CHL=email)

[Q_DL=5sualaEoIQ839H_8ihUWCv1qUifL8h_MLRP_b4683o8ywoJ5xKI&Q_CHL=email](https://drexel.qualtrics.com/SE?Q_DL=5sualaEoIQ839H_8ihUWCv1qUifL8h_MLRP_b4683o8ywoJ5xKI&Q_CHL=email)

Sincerely,

Jennifer Johnson Kebea
Executive Director
Lindy Center for Civic Engagement
Drexel University
215.895.2097
jjp38@drexel.edu

Appendix G: Round 1 Delphi Survey

Please answer these open-ended questions

Part I: Delphi Study Documents

Thank you for agreeing to participate in this anonymous research study. You have been identified as someone who has a strong foundation and understanding of (a) civic learning, (b) democratic engagement, and (c) anchor strategy. Your expertise can assist us in determining how these concepts can best be integrated, resulting in a framework that identifies how institutions of higher education can intentionally involve students in the anchor strategy of the institution.

Before starting the survey below, please click on the following link and review the **Delphi Study documents**. These documents include the Delphi Study Reality Map (i.e., a framing document for this research study), Key Terminology and Definitions, an overview of the Anchor Dashboard Learning Cohort, and the Anchor Institution Community Benefit Dashboard. **Note:** These documents were emailed to you last week with your consent form.

Delphi Study Documents: [Delphistudydocuments](#)

This study has multiple rounds that you will be asked to complete over the next five weeks. This is round 1 of 3. Please complete round 1 of this Delphi study by Tuesday, February 23, 2016. Round 2 will be sent to you on Wednesday, March 2, 2016.

Part II: Delphi Survey

Directions: Read the survey question below. When answering this question in each of the following short-answer boxes, consider the five themes presented in The Democracy Collaborative's Anchor Dashboard, which you reviewed as part of the Delphi Study Documents through the link above.

Question: How can institutions of higher education intentionally involve students in the anchor strategy of the institution?

- For each of the six categories below, list all forms of **student** engagement that come to mind, including both academic and co-curricular engagement.

Anchor Mission Alignment

Economic

Education

Community Building

Health, Safety, & Environment

Other Forms of Engagement

Block 2

Please read each question below and answer to the best of your knowledge and ability.

Describe the nature of current student involvement in the anchor strategy of your institution or organization.

Are there any potential benefits to universities that incorporate students into their anchor strategy?

Are there any potential challenges or barriers to involving students in the anchor strategy of the institution?

Are there any potential benefits to students when they are involved in the anchor strategy of their institution?

Are there any potential challenges for students when they are involved in the anchor strategy of their institution?

Are there any potential benefits to community members when involving students in anchor strategy?

Are there any potential challenges to community members when involving students in anchor strategy?

Please share any known failures and/or setbacks encountered when previously attempting to involve students in the anchor work of the institution.

The goal of this research study is to design a framework that articulates how students can be involved in the anchor strategy of their institutions. On a scale of 1-5, please rank the following question.

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
To what degree do you think this framework will be useful at institutions of higher education for the purpose of integrating students into the anchor strategy of the institution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

Part IV: Demographics**What type of institution of higher education do you represent? (Check all that apply)**

- ☐ Small
- ☐ Mid-sized
- ☐ Large
- ☐ Public
- ☐ Private
- ☐ Research
- ☐ Religiously-affiliated
- ☐ Urban
- ☐ Suburban
- ☐ Rural
- ☐ Other
- ☐ Not applicable (NA)

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other

What is your age?

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

To which racial or ethnic group(s) do you most identify? (Check all that apply)

- ☐ Asian/Pacific Islander
- ☐ Black/African American
- ☐ Hispanic/Latino

☐ Native American/American Indian

☐ White/Caucasian

☐ Other

Highest level of education completed

☐ Bachelor's degree

☐ Master's degree

☐ Doctorate degree

Appendix H: Round 2 Delphi Email

Subject: Delphi Study Round 2 - Civic Learning & Anchor Strategy
Date: Wednesday, March 2, 2016 at 7:53:54 PM Eastern Standard Time
From: Jennifer Kebea
To: XXX

Hello,

Thank you for your continued participation in round 2 of this 3-part Delphi study. This study examines the question: **How can institutions of higher education involve students in the anchor strategy of the institution in order to impact student civic learning and democratic engagement?**

Round 2 of the survey is now available. Your unique survey link can be accessed below. This survey is anonymous.

The survey link will remain open through **Wednesday, March 9 at 11:59pm**. Please complete the survey before that time. It should take approximately 15 minutes.

The final round of the survey will be released on Wednesday, March 16. Your continued participation in this study is contingent upon the successful completion of each previous survey.

Thank you for your continued commitment and participation in this research study. Research findings will be shared with all participants in June 2016. Please contact me with any questions or concerns.

Follow this link to the Survey:

[Take the survey](https://drexel.qualtrics.com/SE?SID=SV_eQHVVYbCGaRqOhlr&Q_CHL=email&Preview=Survey)

Or copy and paste the URL below into your internet browser:
https://drexel.qualtrics.com/SE?SID=SV_eQHVVYbCGaRqOhlr&Q_CHL=email&Preview=Survey

Sincerely,

Jennifer Johnson Kebea
Executive Director
Lindy Center for Civic Engagement
Drexel University
215.895.2097
jj38@drexel.edu

Appendix I: Round 2 Delphi Survey

Anchor Mission Alignment

Part I: Delphi Study Round 2

Thank you for your continued participation in **Round 2** of this anonymous research study. You have been identified as someone who has a strong foundation and understanding of (a) civic learning, (b) democratic engagement, and (c) anchor strategy. Your expertise can assist us in determining how these concepts can best be integrated, resulting in a framework that identifies how institutions of higher education can intentionally involve students in the anchor strategy of the institution.

Before starting the survey below, you may find it helpful to review the **Delphi Study documents** again. These documents include the Delphi Study Reality Map (i.e., a framing document for this research study), Key Terminology and Definitions, an overview of the Anchor Dashboard Learning Cohort, and the Anchor Institution Community Benefit Dashboard. **Note:** These documents were emailed to you in mid-February and were also included in Round 1 of this study.

Delphi Study Documents: [Delphistudydocuments](#)

This study has multiple rounds that you will be asked to complete over the next three weeks. **This is round 2 of 3.** Please complete round 2 of this Delphi study by **Wednesday, March 9**. Round 3 will be sent to you on Wednesday, March 16, 2016.

This survey should take no longer than 15 minutes to complete.

Part II: Delphi Survey Round 2 Instructions - Impact on Civic Learning & Democratic Engagement

Directions: Read the survey question below. When answering this question in each of the following matrices, consider the five themes presented in The Democracy Collaborative's Anchor Dashboard, which you reviewed as as part of the Delphi Study Documents through the link above.

Question: How can institutions of higher education intentionally involve students in the anchor strategy of the institution to **impact student civic learning and democratic engagement**? Please rank each suggested activity based on a 4 point Likert scale, ranging from "Strong positive impact" to "No impact at all". Each of these activities were generated from the responses of Delphi survey participants in Round 1.

Anchor Mission Alignment

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Postive impact	Limited positive impact	No impact at all
Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g. community-asset mapping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in the evaluation of the university's achievement of anchor institution goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide internship/co-op				

opportunities for students to work closely with university administration who are charged with implementing anchor strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in the strategic planning process of the institution (e.g. mission statement revisions or update of strategic plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow students to serve on institutional governing boards (e.g. Board of Trustees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer courses that educate students about the anchor strategies of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include students on university committees that develop plans for the institution's anchor strategy (e.g. Anchor Institution Committee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give students responsibility for implementing part of the anchor strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve the Student Government Association in anchor institution strategy and planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infuse new student orientation with information about community issues and the university's anchor strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentionally recruit civically engaged students to the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a sense that they are part of the broader community outside of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage student activism that might lead to better university anchor practices (e.g. students advocating for the university to procure goods locally or to divest endowment funding from carbon, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold informational forums for students to learn more about anchor strategy at their institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align service-learning coursework with key anchor institution strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage Greek Life to become knowledgeable about the university's role as an anchor institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage student organizations to become knowledgeable about the university's role as an anchor institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to share any thoughts you have about the student engagement examples shared in the **Anchor Mission Alignment** section. Are there any examples missing from this list that should be considered?

Economic

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Involve students in research projects around local economic development topics connected to an anchor mission (e.g. student local spending, local hiring trends at the University, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in an evaluation of the university's local economic impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in contract negotiations with large campus vendors (e.g. university food service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educate students about local issues of gentrification influenced by the student apartment and home rental market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to live in on-campus housing to limit gentrification in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide technical business support to local businesses through service-learning courses (e.g. business plan creation, social media marketing strategy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with local small businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students launch their own small businesses within the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students partner with community members to launch small businesses in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students launch a "buy local" campaign and encourage other students to patronize local small businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with the University Procurement office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide financial				

education workshops to the community through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide tax prep services through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to share any thoughts you have about the student engagement examples shared in the **Economic** section. Are there any examples missing from this list that should be considered?

Education

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Encourage college students to pursue teacher certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students tutor or mentor K-12 students in local after school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students serve as coaches for local youth sports teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide support around literacy in K-12 schools (e.g. America Reads)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students serve as ESL tutors in K-12 schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide tutoring to K-12 students online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide college access support to local high school students (e.g. completing applications, FASFA, writing essays, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students manage a fundraising or supply drive for a local school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students bring enrichment activities into local K-12 schools through service-learning courses, (e.g. arts, music, or STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students utilize Federal Work Study dollars to fund internships in local public schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide library support services in local schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to share any thoughts you have about the student engagement examples shared in the **Education** section. Are there any examples missing from this list that should be considered?

Community Building

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Students provide volunteer support during block builds (e.g. Habitat for Humanity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in a research project examining the community civic health index	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in a research project examining capacity of local nonprofits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with local community development centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide support to local community-based business centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students assist local residents with income tax filing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide financial education workshops to local residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attend local community advisory board meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students serve on local community advisory boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to share any thoughts you have about the student engagement examples shared in the **Community Building** section. Are there any examples missing from this list that should be considered?

Health, Safety, & Environment

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Involve nursing and health professions students in service-learning courses connected to community clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in the LEED certification process for new campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students advocate for food stamps to be accepted within their campus cafeterias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in local home builds and home repairs (e.g. Habitat for Humanity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in community-engaged research projects examining key community health indicators (e.g. lead paint, asthma triggers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in town-watch crime prevention program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in local community gardens alongside community residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law students provide pro-bono legal services to local community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students complete neighborhood lighting surveys to assist with public safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with the university's office of sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in community beautification projects (e.g. mural painting, neighborhood cleanup, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students advocate for the university's endowment dollars to be divested from fossil fuels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students educate their peers about being a good neighbor within the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students help local community residents connect to public benefits such as healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to share any thoughts you have about the student engagement examples shared in the **Health, Safety, & Environment** section. Are there any examples missing from this list that should be considered?

Block 1

Part III: Delphi Survey Round 2 Instructions - Ease of Implementation

Directions: Read the survey question below. When answering this question in each of the following matrices, consider the five themes presented in The Democracy Collaborative's Anchor Dashboard, which you reviewed as part of the Delphi Study Documents through the link on page 1 of this survey.

Question: How **easy** will it be for an institution of higher education to implement/ incorporate each of the potential student engagement activities listed below into the institution's overall anchor strategy? Please rank each suggested activity based on a 4 point Likert scale, ranging from "Very easy" to "Very difficult"

Anchor Mission Alignment

	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g. community-asset mapping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in the evaluation of the university's achievement of anchor institution goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in the strategic planning process of the institution (e.g. mission statement revisions or update of strategic plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow students to serve on institutional governing boards (e.g. Board of Trustees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer courses that educate students about the anchor strategies of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include students on university committees that develop plans for the institution's anchor strategy (e.g. Anchor Institution Committee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give students responsibility for implementing part of the anchor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

strategy				
Involve the Student Government Association in anchor institution strategy and planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infuse new student orientation with information about community issues and the university's anchor strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentionally recruit civically engaged students to the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a sense that they are part of the broader community outside of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage student activism that might lead to better university anchor practices (e.g. students advocating for the university to procure goods locally or to divest endowment funding from carbon, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold informational forums for students to learn more about anchor strategy at their institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align service-learning coursework with key anchor institution strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage Greek Life to become knowledgeable about the university's role as an anchor institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage student organizations to become knowledgeable about the university's role as an anchor institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economic				
	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
Involve students in research projects around local economic development topics connected to an anchor mission (e.g. student local spending, local hiring trends at the University, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in an evaluation of the university's local economic impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in contract negotiations with large campus vendors (e.g. university food service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educate students about local issues of gentrification				

influenced by the student apartment and home rental market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to live in on-campus housing to limit gentrification in the surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide technical business support to local businesses through service-learning courses (e.g. business plan creation, social media marketing strategy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with local small businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students launch their own small businesses within the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students partner with community members to launch small businesses in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students launch a "buy local" campaign and encourage other students to patronize local small businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with the University Procurement office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide financial education workshops to the community through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide tax prep services through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education

	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
Encourage college students to pursue teacher certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students tutor or mentor K-12 students in local after school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students serve as coaches for local youth sports teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide support around literacy in K-12 schools (e.g. America Reads)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students serve as ESL tutors in K-12 schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide tutoring to K-12 students online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide college access support to local high school students (e.g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

completing applications, FASFA, writing essays, etc.)				
College students manage a fundraising or supply drive for a local school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students bring enrichment activities into local K-12 schools through service-learning courses, (e.g. arts, music, or STEM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students utilize Federal Work Study dollars to fund internships in local public schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide library support services in local schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Building

	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
Students provide volunteer support during block builds (e.g. Habitat for Humanity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in a research project examining the community civic health index	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in a research project examining capacity of local nonprofits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with local community development centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide support to local community-based business centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students assist local residents with income tax filing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide financial education workshops to local residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attend local community advisory board meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students serve on local community advisory boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health, Safety, & Environment

Ease of Implementation/Incorporation into an Institution's Anchor Strategy				
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	Very easy	Easy	Difficult	Very difficult
Involve nursing and health professions students in service-learning courses connected to community clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in the LEED certification process for new campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students advocate for food stamps to be accepted within their campus cafeterias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in local home builds and home repairs (e.g. Habitat for Humanity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in community-engaged research projects examining key community health indicators (e.g. lead paint, asthma triggers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in town-watch crime prevention program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in local community gardens alongside community residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law students provide pro-bono legal services to local community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students complete neighborhood lighting surveys to assist with public safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with the university's office of sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in community beautification projects (e.g. mural painting, neighborhood cleanup, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students advocate for the university's endowment dollars to be divested from fossil fuels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students educate their peers about being a good neighbor within the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students help local community residents connect to public benefits such as healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to share any thoughts you have about the ease of implementation/incorporation for the student engagement examples shared throughout this section. Did any themes emerge as you completed this survey?

Would you like to share any final thoughts about this survey with the researcher?

Appendix J: Round 3 Delphi Email

Subject: Delphi Study Round 3 - Civic Learning & Anchor Institutions
Date: Wednesday, March 16, 2016 at 11:21:48 PM Eastern Daylight Time
From: Jennifer Johnson Kebea
To: XXX

Hello,

Thank you for your continued participation in the final round of this 3-part Delphi study. This study examines the question: **How can institutions of higher education involve students in the anchor strategy of the institution in order to impact student civic learning and democratic engagement?**

Round 3, the final round of the survey is now available. Your unique survey link can be accessed below. This survey is anonymous.

The survey link will remain open through **Wednesday, March 23 at 11:59pm**. Please complete the survey before that time. It should take no more than 10 minutes to complete.

Thank you for your continued commitment and participation in this research study! Additional information about this research is available via the survey link above. Research findings will be shared with all participants in June 2016. Please contact me with any questions or concerns.

Follow this link to the Survey:

[Take the survey](#)

Or copy and paste the URL below into your internet browser:

<https://drexel.qualtrics.com/SE?>

[Q_DL=3OcRGesuI85PBNX_cZmUuO7ud1TJHiR_MLRP_3qLB9JdLbVTgUa9&Q_CHL=email](https://drexel.qualtrics.com/SE?Q_DL=3OcRGesuI85PBNX_cZmUuO7ud1TJHiR_MLRP_3qLB9JdLbVTgUa9&Q_CHL=email)

Sincerely,

Jennifer Johnson Kebea
Executive Director
Lindy Center for Civic Engagement
Drexel University
215.895.2097
jjp38@drexel.edu

Appendix K: Round 3 Delphi Survey

Anchor Mission Alignment

Part I: Delphi Study Round 3

Thank you for completing Rounds 1 and 2 of this Delphi Study. **This is Round 3, the final round.** Once you complete Round 3, your participation in this research study will conclude. Please complete round 3 of this Delphi study by **Wednesday, March 23 at 11:59pm.**

This survey should take no longer than **10 minutes** to complete. There are only **26** unique items to rate and **1** open-ended question to answer.

Before starting the survey below, you may find it helpful to review the **Delphi Study documents** again. These documents include the Delphi Study Reality Map (i.e., a framing document for this research study), Key Terminology and Definitions, an overview of the Anchor Dashboard Learning Cohort, and the Anchor Institution Community Benefit Dashboard. **Note:** These documents were emailed to you in mid-February and were also included in Rounds 1 and 2 of this study.

Delphi Study Documents: [Delphistudydocuments](#)

Information about this Delphi Study: This Delphi study aims to build expert consensus on ways in which a university can involve students in the anchor strategy of the institution to impact student civic learning and democratic engagement.

During **Round 1** of this study, each expert participant's suggestions were collected and collated. During **Round 2**, those suggestions were put forth for the group to vote on. During **Round 3**, the final round, you will notice that there are less items to vote on. Some items will be redundant from Round 2 and some are new additions. This is because (a) clear consensus on the item was not reached during Round 2 or (b) new distinct items were suggested during Round 2 and are now being put forth for you to vote on. Rest assured, those items that ranked high during Round 2 have already been flagged for incorporation into the final framework, and those that ranked extremely low have been excluded. Additional information about the methodology and analysis used in this study will be available in the final research report, released in June 2016.

Your continued participation is sincerely appreciated! If you have any questions, please contact the research, Jennifer Johnson Kebea, at jj38@drexel.edu.

Part II: Delphi Survey Round 3 Instructions - Impact on Civic Learning & Democratic Engagement

Directions: Read the survey question below. When answering this question in each of the following matrices, consider the five themes presented in The Democracy Collaborative's Anchor Dashboard, which you reviewed as part of the Delphi Study Documents through the link above.

Question: How can institutions of higher education intentionally involve students in the anchor strategy of the institution to **impact student civic learning and democratic engagement**? Please rank each suggested activity based on a 4 point Likert scale, ranging from "Strong positive impact" to "No impact at all". Each of these activities were generated from the responses of Delphi survey participants in Rounds 1 and 2.

Please note: The items listed below are those that either (a) did not reach consensus during Round 2 or (b) are new distinct items suggested during Round 2 that are now being put forth for a group vote.

Anchor Mission Alignment

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Allow students to serve on institutional governing boards (e.g. Board of Trustees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer courses that educate students about the anchor strategies of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infuse new student orientation with information about community issues and the university's anchor strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentionally recruit civically engaged students to the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a sense that they are part of the broader community outside of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economic

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Involve students in an evaluation of the university's local economic impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with local small businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students launch a "buy local" campaign and encourage other students to patronize local small businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide financial education workshops to the community through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide tax prep services through a service-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students intern with minority-owned businesses in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
College students tutor or mentor K-12 students in local after school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students serve as coaches for local youth sports				

teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide support around literacy in K-12 schools (e.g. America Reads)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students provide logistical support to K-12 teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students help to build capacity by interning within key School District offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Building

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Students provide volunteer support during block builds (e.g. Habitat for Humanity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students assist local residents with income tax filing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students serve on local community advisory boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health, Safety, & Environment

	Impact on Student Civic Learning & Democratic Engagement			
	Strong positive impact	Positive impact	Limited positive impact	No impact at all
Involve students in the LEED certification process for new campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students help local community residents connect to public benefits such as healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 1

Part III: Delphi Survey Round 3 Instructions - Ease of Implementation

Directions: Read the survey question below. When answering this question in each of the following matrices, consider the five themes presented in The Democracy Collaborative's Anchor Dashboard, which you reviewed as part of the Delphi Study Documents through the link on page 1 of this survey.

Question: How **easy** will it be for an institution of higher education to implement/ incorporate each of the potential student engagement activities listed below into the institution's overall anchor strategy? Please rank each suggested activity based on a 4 point Likert scale, ranging from "Very easy" to "Very difficult".

Please note: The items listed below are those that either (a) did not reach consensus during Round 2 or (b) are new distinct items suggested during Round 2 that are now being put forth for a group vote.

Anchor Mission Alignment

	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
Involve students in the strategic planning process of the institution (e.g. mission statement revisions or update of strategic plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer courses that educate students about the anchor strategies of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economic

	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
Students intern with minority-owned businesses in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education

	Ease of Implementation/Incorporation into an Institution's Anchor Strategy			
	Very easy	Easy	Difficult	Very difficult
College students provide logistical support to K-12 teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College students help to build capacity by interning within key School District offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to share any final thoughts about this survey with the researcher?

Appendix L: Student Anchor Engagement Framework

Framework for Student Involvement in Anchor Institution Strategy

	Student Involvement in Anchor Strategy	Implementation
Anchor Mission Alignment	Include students on university committees that develop plans for the institution's anchor strategy (e.g. Anchor Institution Committee)	Easy
	Involve the Student Government Association in anchor institution strategy and planning	Easy
	Offer courses that educate students about the anchor strategies of the university	Easy
	Align service-learning coursework with key anchor institution strategies	Moderate
	Involve students in the strategic planning process of the institution (e.g. mission statement revisions or update of strategic plan)	Moderate
	Encourage student organizations to become knowledgeable about the university's role as an anchor institution	Moderate
	Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	Moderate
	Instill in students a sense that they are part of the broader community outside of the university	Moderate
	Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g. community-asset mapping)	Moderate
	Involve students in the evaluation of the university's achievement of anchor institution goals	Moderate
	Encourage student activism that might lead to better university anchor practices (e.g. students advocating for the university to procure goods locally or to divest endowment funding from carbon, etc.)	Moderate
	Give students responsibility for implementing part of the anchor strategy	Moderate
Economic Development	Students provide tax prep services through a service-learning course	Easy
	Educate students about local issues of gentrification influenced by the student apartment and home rental market	Moderate
	Students provide financial education workshops to the community through a service-learning course	Moderate
	Students intern with minority-owned businesses in the community	Moderate
	Students provide technical business support to local businesses through service-learning courses (e.g. business plan creation, social media marketing strategy, etc.)	Moderate

Framework for Student Involvement in Anchor Institution Strategy

	Involve students in research projects around local economic development topics connected to an anchor mission (e.g. student local spending, local hiring trends at the University, etc.)	Moderate
	Students partner with community members to launch small businesses in the community	Difficult
Education	College students bring enrichment activities into local K-12 schools through service-learning courses (e.g. arts, music, or STEM)	Easy
	College students tutor or mentor K-12 students in local after school programs	Moderate
	College students provide college access support to local high school students (e.g. completing applications, FAFSA, writing essays, etc.)	Moderate
	College students serve as ESL tutors in K-12 schools	Moderate
	College students provide support around literacy in K-12 schools (e.g. America Reads)	Moderate
	College students utilize Federal Work Study dollars to fund internships in K-12 schools	Moderate
Community Development	Students intern with local community development centers	Easy
	Students provide support to local community-based business centers	Moderate
	Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	Moderate
	Involve students in a research project examining capacity of local nonprofits	Moderate
	Involve students in a research project examining the community civic health index	Moderate
	Students serve on local community advisory boards	Moderate
Health, Safety, & Environment	Involve nursing and health professions students in service-learning courses connected to community clinics	Easy
	Law students provide pro-bono legal services to local community members	Moderate
	Students participate in community-engaged research projects examining key community health indicators (e.g. lead paint, asthma triggers, etc.)	Moderate
	Students help local community residents connect to public benefits such as healthcare	Moderate
	Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	Moderate

Appendix M: Student Focus Group Research Brief

Title of Research Study: Engaging Students in the Anchor Strategy of the University: A Mixed-Methods Study Utilizing the Delphi Method.

Focus Group Information Sheet

March 21, 2016

Dear Focus Group Participant,

Thank you for your willingness to participate in this focus group. This focus group study seeks your opinion to assist with the development of a framework that highlights how colleges and universities can involve students within the anchor strategy of the institution. **In order to prepare for this focus group, each participant should review the following three pages provided in this document, prior to the start of their focus group session on March 29, 2016.**

1. The first document is a list of key terminology and definitions used in this study. In order to ensure that each participant is approaching this research with the appropriate framework of knowledge, it will be important that each of these definitions are kept in mind.
2. The second document is a statement shared by the Democracy Collaborative about the Anchor Dashboard.
3. The third document features the current Anchor Dashboard, designed by the Democracy Collaborative, and shares specific issue areas and outcomes.

While the Anchor Dashboard is designed for colleges and universities to track and measure their work as anchors institutions, it will also be used as the foundation for the emergent framework of student involvement in anchor strategy.

Thank you in advance for your commitment and participation in this research study. If you have any questions, please feel free to contact me at jj38@drexel.edu or 484.744.0095.

Jennifer Johnson Kebea
Ed.D doctoral student
Drexel University

Key Terminology and Definitions

- **Anchor Dashboard**, formally known as the Anchor Institution Community Benefit Dashboard, is “a framework that can assist anchor institutions in understanding their impact on the community” (Dubb, McKinley, & Howard, 2013, p. v). The Anchor Dashboard, developed by The Democracy Collaborative, consists of five key issues areas and 12 desired outcomes that represent how IHEs can serve as anchor institutions within their communities.
- **Anchor institutions** are place-based organizations, such as a university or hospital, which are inextricably linked to the communities in which they are situated because of both their goals and capital investments (Dubb et al., 2013).
- **Anchor mission** is “a commitment to consciously apply the long-term, place-based economic power of the institution, in combination with its human and intellectual resources, to better the long-term welfare of the communities in which the institution is anchored” (Dubb et al., 2013, p. 1).
- **Anchor strategy** “is a mission developed to address tenacious community challenges, and implemented to permeate an institution’s culture and change the way it does business (Dubb et al., 2013, p. 1).
- **Civic learning** refers to the “knowledge, skills, values, and the capacity to work with others on civic and societal challenges” (AAC&U, 2012, p. 4).
- **Democratic engagement** is characterized by “deep engagement with the values of liberty, equality, individual worth, open mindedness, and the willingness to collaborate with people of differing views and backgrounds toward common solutions for the public good (AAC&U, 2012, p. 3).

References:

- American Association of Colleges and Universities (2012). *A Crucible Moment: College Learning and Democracy’s Future*. Washington, D.C.
- Dubb, S., McKinley, S., & Howard, T. (2013). *Achieving the anchor promise: Improving outcomes for low-income children, families, and communities*. Takoma Park, MD: The Democracy Collaborative at the University of Maryland.

Anchor Dashboard Learning Cohort

Anchor institutions such as hospitals and universities regularly engage in community programming and activities. Some go even further and seek to pursue an anchor mission—making a commitment to consciously apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the long-term welfare of the communities in which they are anchored. Yet, to date, few tools exist to help institutions reflect and assess broadly the long-term impact of their anchor-mission activities, and particularly their impact on low-income communities.

Published in August 2013 by The Democracy Collaborative, the Anchor Dashboard and its companion report, *Achieving the Anchor Promise*, present a framework that begins to fill that gap. Identifying twelve critical areas where anchor institutions can play an effective role, the Dashboard develops illustrative indicators that provide a baseline to assess community conditions and institutional effort.

Since the release of the report, The Democracy Collaborative has worked slowly but deliberately to develop an initial group of universities to pilot this framework—the Anchor Dashboard Learning Cohort. This group has worked together to refine the indicators in ways that makes practical sense; and share results, challenges and successes in a safe, collaborative, learning environment. The current template, reproduced on the other side of the flyer, illustrates the group's current progress. The Democracy Collaborative is committed to continuing to work with this group and also intends to develop a similar cohort of hospitals and health systems to develop a healthcare-sector dashboard.

Participating Institutions include:



Organized by:



democracycollaborative.org

With funding from:



THE ANNIE E. CASEY FOUNDATION

aecf.org

For more information about this project, please visit <http://community-wealth.org/indicators>.

Anchor Institution Community Benefit Dashboard

Issue Area	Desired Outcome	Indicators of Community Status	Indicators of Institutional Effort
Anchor Mission Alignment	Engaged Anchor Institution	Surveys of community residents and organizations.	Anchormission articulated in strategic plan, reflected in structure of institution (e.g., community engagement lead staff of cabinet rank).
Economic	Equitable Local and Minority Employment	Local unemployment rate, local minority unemployment rate.	Percent of local and minority hires in staff positions, percent employed at living wage. Indirect local and minority employment through contracting requirements.
	Thriving Local and Minority Business Community	Number of certified MBE and WBE businesses in local community, dollar volume estimate (if available). Numbers of business start-ups, business survival rates in local community.	Percent of university procurement to local, minority and woman-owned businesses. Local and minority jobs and businesses created and retained (3 years) in incubation programs; local and minority jobs creating through acceleration programs (3 years).
	Housing Affordability	Percentage of households below 200 percent of poverty line who spend less than 30 percent of their income on housing.	Investment in housing rehab work, community land trusts, employer-assisted housing, strong partnerships with local community development corporations.
	Vibrant Arts and Community Development	Numbers of art and performance spaces in local community.	Operating funds spent on arts and culture-based economic development, jobs and businesses created and retained.
	Sound Community Investment	Local lending availability from CDFIs and public programs (e.g., city revolving loan or investment funds), local bank lending data (if available).	Percent of endowment and operating dollars invested in community impact investments (e.g., CDFIs), investment in local business district development.
Community Building	Stable and Effective Local Partners	Civic health index, capacity survey of community partners.	Policy metrics: partnership center, community advisory board; amount of community building budget (in dollars or FTEs).
Education	Financially Secure Households	Percent in asset poverty (i.e., savings that is less than 3 months' poverty-level income).	Budget for financial education, income tax filing assistance (dollars spent and tax rebates received by beneficiaries), seed money for community-owned business.
	Educated Youth	Graduation rate, advancement to college or apprenticeship, 3rd grade math and reading proficiency.	Level of investment (in dollars and FTEs in K-12 school partnerships).
	Safe Streets and Campuses	Violent and property crime data.	Dollars spent on neighborhood development, streetscape improvements, number of neighborhood complaints.
Health, Safety & Environment	Healthy Community Residents	Infant mortality rate, obesity rate, healthy food access.	Dollars spent on public health interventions (e.g., clinics).
	Healthy Environment	Asthma incidence, city reporting of greenhouse gas emissions in accord with global protocol standards.	STARS rating, dollars spent on environmental health initiatives.

Appendix N: Student Focus Group Consent Form

Permission to Take Part in a Human Research Study

Page 1 of 4

Drexel University

Consent to Take Part in a Research Study

1. Title of research study: Engaging Students in the Anchor Strategy of the University: A Mixed-Methods Study Utilizing the Delphi Method

2. Researcher: Dr. Kristen Betts

3. Why you are being invited to take part in a research study

We invite you to take part in a research study because you are (a) a student at Drexel University who (b) has the requisite level of knowledge and experience with community engagement to provide feedback to an emergent framework that will highlight how students can be involved in the anchor strategies of their universities.

4. What you should know about a research study

- Someone will explain this research study to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part now and change your mind later.
- If you decide to not be a part of this research no one will hold it against you.
- Feel free to ask all the questions you want before you decide.

5. Who can you talk to about this research study?

If you have questions, concerns, or complaints, or think the research has hurt you, contact the research team: Dr. Kristen Betts at kbetts@drexel.edu, or Jennifer Johnson Kebea at jj38@drexel.edu, or by calling 215.895.2097.

This research has been reviewed and approved by an Institutional Review Board (IRB). An IRB reviews research projects so that steps are taken to protect the rights and welfare of humans subjects taking part in the research. You may talk to them at (215) 255-7857 or email HRPP@drexel.edu for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

6. Why is this research being done?

This research aims to develop a strategic framework through which institutions of higher education, serving as anchor institutions, can facilitate civic learning and democratic engagement by involving students in the anchor mission of the institution. Second, this study seeks to ensure that the developed framework presents customizable and sustainable engagement strategies in which diverse institutions of higher education can articulate who to involve students in the anchor strategy of their individual institutions.

7. How long will the research last?

We expect that you will be in this research study for the duration of the focus group, which will last no longer than 90 minutes.

8. How many people will be studied?

Permission to Take Part in a Human Research Study

Page 2 of 4

We expect about 12 people here will be in this research study out of 42 people in the entire study.

9. What happens if I say yes, I want to be in this research?

If you chose to be part of this research, the researcher will interview you during a focus group which will last approximately 90 minutes. The focus group will be recorded. Your name and contact information will not be used for the purposes of the research. The audio artifact will be reviewed and coded for anchor strategy involvement. Any data collected from the audio will be used for educational purposes. The researcher will provide you access to the audio, data, and analysis upon your request. At any point you decide that you do not wish to be recorded, the researcher will retract the audio archive or stop recording.

10. What are my responsibilities if I take part in this research?

If you take part in this research, it is very important that you feel comfortable sharing your feedback about your own involvement in anchor institution strategy as a student, as well as providing feedback on the emergent framework for student involvement in anchor strategy.

- Follow the investigator's or researcher's instructions.
- Tell the investigator or researcher right away if you have a complication or injury.

11. What happens if I do not want to be in this research?

You may decide not to take part in the research and it will not be held against you. There is no academic or co-curricular penalty for not participating in the focus group.

You can simply choose not to sign the bottom of this consent waiver to indicate your unwillingness to participate in this research.

12. What happens if I say yes, but I change my mind later?

If you decide to leave the research, the researcher will not include you in the audio archive. If you decide to leave the research, contact the researcher so that the researcher can be sure that you are not heard in the recorded audio. Your participation in this project has no impact on your academic standing.

13. Is there any way being in this study could be bad for me?

There are no known physical, psychological, legal, economic, or social risks for the study. If you chose to participate in the focus group, your voice will be audio recorded. However, neither your name nor any identifying information will be used.

14. Do I have to pay for anything while I am on this study?

There is no cost to you for participating in this study.

15. What happens to the information we collect?

Efforts will be made to limit access to your personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this organization.

We may publish the results of this research. However, we will keep your name and other identifying information confidential.

16. What else do I need to know?

This research study is being done by Drexel University.

Permission to Take Part in a Human Research Study

Page 3 of 4

Signature Block for Capable Adult

Your signature documents your permission to take part in this research.

DO NOT SIGN THIS FORM AFTER THIS DATE →

<div>Signature of subject</div>	<div>Date</div>
<div>Printed name of subject</div>	
<div>Signature of person obtaining consent</div>	<div>Date</div>
<div>Printed name of person obtaining consent</div>	<div>Form Date</div>

Permission to Take Part in a Human Research Study

Page 4 of 4

Demographic Information (This section is optional)**Gender:**

- ☐ Male
☐ Female
☐ Other
☐ Chose not to respond

Age:

- ☐ 18-20
☐ 21-23
☐ 24-26
☐ 27 or older

Expected Drexel Graduation Year:

- ☐ 2016
☐ 2017
☐ 2018
☐ 2019
☐ 2020
☐ Other

To which racial or ethnic group(s) do you most identify with? (Check all that apply)

- ☐ Asian/Pacific Islander
☐ Black/African American
☐ Hispanic/Latino
☐ Native American or American Indian
☐ White/Caucasian
☐ Other

Major:

How are you presently involved in Drexel's Lindy Center for Civic Engagement?

Appendix O: Drexel University Student Anchor Engagement Framework

Drexel University Framework for Student Involvement in Anchor Institution Strategy

	Student Involvement in Anchor Strategy	Implementation
Anchor Mission Alignment	Include students on university committees that develop plans for the institution's anchor strategy (e.g. Anchor Institution Committee)	Easy
	Involve the Student Government Association in anchor institution strategy and planning	Easy
	Offer courses that educate students about the anchor strategies of the university	Easy
	Align service-learning coursework with key anchor institution strategies	Moderate
	Involve students in the strategic planning process of the institution (e.g. mission statement revisions or update of strategic plan)	Moderate
	Encourage student organizations to become knowledgeable about the university's role as an anchor institution	Moderate
	Provide internship/co-op opportunities for students to work closely with university administration who are charged with implementing anchor strategy	Moderate
	Instill in students a sense that they are part of the broader community outside of the university	Moderate
	Involve students in community-engaged research aimed at examining facets of anchor institution work (e.g. community-asset mapping)	Moderate
	Involve students in the evaluation of the university's achievement of anchor institution goals	Moderate
	Encourage student activism that might lead to better university anchor practices (e.g. students advocating for the university to procure goods locally or to divest endowment funding from carbon, etc.)	Moderate
	Give students responsibility for implementing part of the anchor strategy	Moderate
Economic Development	Students provide tax prep services through a service-learning course	Easy
	Educate students about local issues of gentrification influenced by the student apartment and home rental market	Moderate
	Students provide financial education workshops to the community through a service-learning course	Moderate
	Students intern with minority-owned businesses in the community	Moderate
	Students provide technical business support to local businesses through service-learning courses (e.g. business plan creation, social media marketing strategy, etc.)	Moderate

Drexel University Framework for Student Involvement in Anchor Institution Strategy

	Involve students in research projects around local economic development topics connected to an anchor mission (e.g. student local spending, local hiring trends at the University, etc.)	Moderate
	Students partner with community members to launch small businesses in the community	Difficult
Education	College students bring enrichment activities into local K-12 schools through service-learning courses (e.g. arts, music, or STEM)	Easy
	College students tutor or mentor K-12 students in local after school programs	Moderate
	College students provide college access support to local high school students (e.g. completing applications, FAFSA, writing essays, etc.)	Moderate
	College students serve as ESL tutors in K-12 schools	Moderate
	College students provide support around literacy in K-12 schools (e.g. America Reads)	Moderate
	College students utilize Federal Work Study dollars to fund internships in K-12 schools	Moderate
	Students intern with local community development centers	Easy
Community Development	Students provide support to local community-based business centers	Moderate
	Students provide technical assistance or capacity-building services to nonprofits through a service-learning course	Moderate
	Involve students in a research project examining capacity of local nonprofits	Moderate
	Involve students in a research project examining the community civic health index	Moderate
	Students serve on local community advisory boards	Moderate
	Involve nursing and health professions students in service-learning courses connected to community clinics	Easy
Health, Safety, & Environment	Law students provide pro-bono legal services to local community members	Moderate
	Students participate in community-engaged research projects examining key community health indicators (e.g. lead paint, asthma triggers, etc.)	Moderate
	Students help local community residents connect to public benefits such as healthcare	Moderate
	Involve engineering or environmental science students in projects focused on air quality, surface groundwater, etc.	Moderate
	Encourage students to develop neighborly relationships with local community members	Not Ranked
Drexel Specific		